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Boston University  
School of Education  
Thesis

Characteristics of Reading Programs  
That Appeal to Children

by

Ethel Mae Jenkins  
(B. S. in Education, Salem Teachers College, 1944)

Submitted in partial fulfillment of  
the requirements for the degree of  
Master of Education  
1948

First Reader: Dr. Donald D. Durrell, Professor of Education

Second Reader: Dr. W. Linwood Chase, Professor of Education

Third Reader: Dr. Helen B. Sullivan, Professor of Education

Boston University  
School of Education  
Thesis

Observations on Reading Programs  
That Appeal to Children

Gift of E.M. Jenkins  
School of Education

June 23, 1948

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Thesis submitted to the Faculty of the  
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First Reader: \_\_\_\_\_  
Second Reader: \_\_\_\_\_  
Intro Reader: \_\_\_\_\_



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## CHAPTER I

### PURPOSE OF STUDY AND RELATED RESEARCH

#### Statement of the Problem

This study is an attempt to determine through interviews and direct observations the characteristics of the reading programs in twenty fifth-grade classrooms where at least fifty percent of the children selected reading as their first or second choice of all school subjects. The following factors will be considered:

## CHAPTER I

### PURPOSE OF STUDY AND RELATED RESEARCH

1. Instructional materials
2. Techniques of instruction
3. Pertinent teacher-pupil data

#### Justification of the Study

This investigation was undertaken because it seemed probable that by discovering the characteristics of reading programs that appeal to children, implications could be derived for the improvement of reading programs in classrooms where reading is not a popular subject.

#### Related Research

Since no direct research in this field was in evidence, the research in the following related areas was considered:

1. Good practices in reading instruction
2. The interview as a technique in research studies
3. Observation as a technique in research studies

CHAPTER I

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## Good Practices in Reading Instruction

The research worker must be thoroughly familiar with the field to be studied if valid conclusions are to be reached. Therefore, the research on good practices in reading instruction was reviewed. A summary of the findings follows:

### Motivation

The importance of considering interest or motivation in connection with any phase of the learning process is well stated by Dolch<sup>1</sup> in the following statement: "Everyone knows<sup>2</sup> that children learn best when they want to learn." Dolch further adds:

It is now fully recognized that the most important function of the teacher is to get the children to want to learn, and this principle applies most especially to reading.

3

The importance that Gates<sup>3</sup> attributes to motivation is clearly indicated in the following statement:

Some specialists in reading, not to mention certain psychologists, psychoanalysts, and psychiatrists, are disposed to believe that inadequate motivation is probably at the bottom of most failures in reading. Unless reading satisfies some purpose in the child's life, it will not prosper.

One of the major aims of a good reading program is to create a permanent interest in reading. However, the fact that a child has been taught to read is no guarantee that a

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1. Dolch, Edward W., The Psychology and Teaching of Reading, Boston: Ginn and Company, 1931, p. 3.

2. Ibid. p. 19.

3. Gates, Arthur I., The Improvement of Reading, New York: Macmillan, 1937, pp. 11-12.

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1. Dolch, Edward W., The Psychology and Teaching of Reading, Boston: Ginn and Company, 1931, p. 3.
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 stated by Brueckner and Melby :

Without doubt there are individuals who can read but who do not read. Such persons lack the interest or motive for reading. Among other things it is possible that the methods by which they have been taught were such that a distaste for or an indifference toward reading resulted. The progressive teacher of reading would therefore like to teach in such a way that pupils will acquire a genuine interest in reading, and in fact will continue to read throughout life.

As to techniques for motivating the reading program,  
<sup>2</sup>  
 Reed states:

Probably no other school subject has so many opportunities for motivation as reading; for there is almost no interest to which it may not appeal.

<sup>3</sup>  
 Obviously Reed appreciates the fact that various types of motivation are not of equal value, for he further comments:

The motive may be nothing more than a desire to please the teacher, or it may be something of vital importance to the learner. In the latter case we usually have much more intense effort and more rapid learning than we do in the former.

### Library Facilities

"The importance of adequate library facilities has been  
<sup>4</sup>  
 widely recognized."

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1. Brueckner, L. J., & Melby, E. O., Diagnostic and Remedial Teaching, Boston: Houghton Mifflin Co., 1931, p. 295.

2. Reed, Homer B., Psychology of Elementary School Subjects, Boston: Ginn and Company, 1938, p. 115.

3. Ibid., p. 34.

4. Gray, William S., "A Decade of Progress," The Teaching of Reading: A Second Report V.36: pp.5-21, Washington: N. S. S. E., 1937, p. 8.

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The following statement<sup>1</sup> by Betzner and Lyman emphasizes the importance attributed to the use of libraries in the development of an adequate reading program:

Probably the most significant single factor in the development of wholesome reading habits and tastes is the informal exposure of children to an abundance of good books and magazines in the home, school and public library.

The desirability of having a library within the school is pointed out in the following statement by Gray:<sup>2</sup>

School and classroom libraries are of primary importance in initiating and establishing satisfactory reading attitudes and habits. A generous supply of attractive and suitable books enriches instruction, satisfies the reading interests of pupils, and modifies to a large extent the procedures adopted in teaching and study.

#### Grouping of Pupils

In connection with the grouping of pupils,<sup>3</sup> Durrell reports:

The merit of instruction for small groups lies in the opportunity provided for making the lessons more nearly fit the level, rate of progress, and interests of the individual pupils. Such instruction has the added merit of giving the child a feeling of greater individual responsibility.

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1. Betzner, J. and Lyman, R. L., "The Development of Reading Interests and Tastes", The Teaching of Reading: A Second Report, V.36, Washington: N. S. S. E., 1937, p. 186.

2. Op. cit., p. 20.

3. Durrell, Donald D., "Individual Differences and Their Implications with Respect to Instruction in Reading", The Teaching of Reading: A Second Report, V.36, Washington: N. S. S. E., 1937, p. 345.

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E. G. Gray, p. 20.

E. Durrell, Donald P., "Individual Differences and Their Implications with Respect to Instruction in Reading", The Teaching of Reading: A Second Report, V. 32, Washington: N. E. A., 1937, p. 345.



Although Gates<sup>1</sup> recommends the flexible grouping of pupils for instruction, he does not outline a pattern of classification for use in all classrooms because he contends that the range of needs and interests within each classroom should determine the grouping.

### Assignments

The need for making purposeful assignments is well stated by Durrell<sup>2</sup> thus:

The purpose is far more important than the topic in making reading assignments. If the purpose is sufficiently stimulating, the child will read on almost any topic which serves that purpose.

In Stewart's<sup>3</sup> investigation to determine how children in grades four, five, and six, regard various methods of handling assignments, the following pertinent conclusions were reached:

1. Multiple text was favored more than single text in most instances.
2. Group participation was selected by older children and upper age and intelligence levels. Partner participation was selected by the slow-learning and younger children.
3. Self-direction was more favored than teacher-direction. Age and intelligence influenced this choice.
4. Reading preference was most popular in grade four and least popular in grade six. It was not, however, the most popular choice in any grade.

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1. Op. Cit.

2. Durrell, Donald D., Improvement of Basic Reading Abilities, New York: World Book Company, 1940, p. 103.

3. Stewart, Dorothy H., "Children's Preferences in Types of Assignments," Unpublished Master's Thesis, B. U. School of Education, 1945, p. 76.

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1. Op. Cit.  
 2. Durrell, Donald D., Improvement of Basic Reading Activities, New York: World Book Company, 1943, p. 103.  
 3. Stewart, Dorothy H., "Children's Preferences in Types of Assignments," Unpublished Master's Thesis, S. V. School of Education, 1945, p. 75.



## Activities

1

Gates suggests the following approach to the development of activities related to reading:

Cooperative enterprise may be developed by having a small group work upon the same general topic. The pupils may be reading different selections, some much easier than others, but the common interest provides an incentive for reading choice bits aloud to each other, giving oral reports, and engaging in various related enterprises, such as searching the files of the library, visiting a museum, making posters, developing bulletin board announcements, making a picture book, constructing objects, decorating the room, and so on.

## Instructional Materials

2

Corey is of the opinion that it is practically impossible to define instructional materials so as to separate them from other aspects of the learning environment. He summarizes his discussion thus:

Certainly instructional materials of any sort, no matter how defined, have one major function. They tend to control the experiences of children so that their activities will result in desirable learning.

3

Reed expresses the desirability of selecting interesting materials as follows:

The most effective way to make use of motives in teaching reading is to select materials that appeal to them.

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1. Op. cit., p. 33.

2. Corey, Stephen, "Imperatives in Instructional Materials", Educational Leadership, V.5: 211-214, January, 1948, p. 211.

3. Op. cit., p. 116





1

According to Reed :

The advantages of selecting reading materials with reference to children's interests are rapid learning, increased effort, good adjustment of content to the ability of the reader, and good comprehension. Selections in which the children are interested also contribute directly to the objectives of developing a permanent interest in reading and of developing the ability to read for enjoyment.

The importance of a child's ability and learning rate must not be overlooked, for, as stated by Durrell :

In any successful program of motivation, the materials of instruction must be adjusted to the child's ability and learning rate. ...Even the most carefully motivated program will be ineffective when adjustment is incorrect.

### Questions

3

Horton summarizes the place of questions in a reading program thus:

Questions are used widely to develop comprehension and to check on understanding. In addition to direct questions, they may include completion exercises, multiple choice questions, and true-false questions. They may be asked orally by the teacher, they may be hectographed, or written on the board. Sometimes children may formulate questions about material read and each child may have a turn at asking and answering questions.

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1. Op. cit., p. 128.

2. Op. cit., (Improvement of Basic Reading Abilities), p. 100.

3. Horton, Lena Mary, (Director of Research Service), The Language Arts-Part II, The Supervisor's Exchange, New York: Silver Burdett Company, 1947, p. 32.

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## Classroom Atmosphere

### In The Implications of Research for the Classroom

<sup>1</sup>  
Teacher, Ragsdale reports:

To promote efficiency in learning any specific skill, attitude or knowledge it is essential that physical equipment, books, and social surroundings be present in the right kind and variety and be readily available without wasted effort.

## Evaluation

A good instructional program provides for a continuous evaluation of the teaching-learning process. Three important  
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aspects of a program of evaluation are:

1. It should provide pupils the means of evaluating their own activities.
2. It should provide the teacher a basis for planning the activities of pupils and for continuous evaluation of the results.
3. It should provide a basis for constant revision of the curriculum.

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1. Ragsdale, C. E., "The Learning Process", The Implications of Research for the Classroom Teacher, Joint Yearbook of American Ed. Research and the Department of Classroom Teachers, Washington, N. E. A., 1939, p. 106.

2. Casswell, Hollis L., and Campbell, Doak S., Curriculum Development, New York: American Book Company, 1935. p. 365.

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2. Casswell, Hollis L., and Campbell, Dock S., Curriculum De-  
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## The Interview as a Technique in Research Studies

"One of the oldest forms of obtaining knowledge is the personal interview." Waples and Tyler state that: "The interview is the simplest means of obtaining information possessed by other persons."

Koos and Charters refer to the interview as an "oral questionnaire". According to Koos :

The chief difference between studies made by interview and by other questionnaires is that the inquiries in the former are ordinarily put in person and individually, whereas the latter are typically, although by no means always, answered with the investigator absent.

Waples and Tyler , Symonds , Whitney , and Bingham , also consider the interview as a form of the questionnaire method.

---

1. Ross, Clay C., Measurement in Today's Schools, New York: Prentice-Hall, Inc., 1941, p. 62.

2. Waples, Douglas, and Tyler, Ralph W., Research Methods and Teachers' Problems, New York: Macmillan Company, 1930. p. 519.

3. Koos, Leonard V., The Questionnaire in Education, New York: Macmillan Company, 1928.

4. Charters, W. W., and Waples, Douglas, The Commonwealth Teacher-Training Study, Chicago: University of Chicago Press, 1929.

5. Ibid.

6. Ibid.

7. Symonds, Percival M., Diagnosing Personality and Conduct, New York: The Century Company, 1931.

8. Whitney, Frederick L., The Elements of Research, New York: Prentice-Hall, Inc., 1942.

9. Bingham, Walter Van Dyke, and Moore, Bruce Victor, How to Interview, New York: Harper & Brothers Publishers, 1941.



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1. Ross, Guy C., Measurement in Today's Schools, New York: Practice-Hall, Inc., 1941, p. 82.
2. Wastler, Douglas, and Tyler, Ralph W., Research Methods and Teachers' Problems, New York: Macmillan Company, 1930, p. 219.
3. Koss, Leonard V., The Questionnaire in Education, New York: Macmillan Company, 1928.
4. Charters, W. W., and Wastler, Douglas, The Commonweal, Teacher-Training Study, Chicago: University of Chicago Press, 1929.
5. Ibid.
6. Ibid.
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<sup>1</sup>  
Koos summarizes the advantages of the oral questionnaire or interview as follows:

In all cases the oral questionnaire is preferable to the written form. This means that when the teacher becomes an interviewer and asks the questions orally he will obtain more reliable answers. He can clear up misconceptions of his meaning, and can supplement his questions by others which will elicit more definite answers. . . . . Answerers who dislike to write, and would spend very little time on written answers, are glad to devote considerably more time to an oral interview.

<sup>2</sup>

Good, Barr, and Scates contend that an interview is more than a questionnaire investigation in that it enables the interviewer to:

1. Follow up leads and to take advantage of small clues.
2. Form some judgment as to the truth of the facts.
3. Give as well as receive information --- exchange of ideas and information with the interviewer.

In using the interview technique for the purpose of securing educational data much emphasis is placed on the importance of deciding in advance of an interview what information is necessary to satisfy the purpose of the study.

<sup>3</sup>

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1. Op. cit. p. 134.

2. Good, Carter V., and Barr, A. S., and Scates, Douglas E., Methodology of Educational Research, New York: D. Appleton-Century Company, 1936, pp378-79.

3. Op. cit. pp550-584. (Symonds, Percival M.).  
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2. Good, Garter V., and Garter, A. S., and Garter, Douglas E., Methodology of Educational Research, New York: D. Appleton-Century Company, 1936, pp. 78-79.

3. Op. cit. pp. 53-54. (Symonds, Percival M.).  
Op. cit. p. 578. (Waller, Douglas, and Tyler, Ralph W.).  
Op. cit. (Bingham, Walter Van Dyke, and Moore, Bruce Victor).



1

Then, too, as pointed out by Bixler :

When reactions of various persons are to be compared, the interview should be standardized, to some extent, by the use of precisely the same questions.

Probably the best way of meeting this last requisite is through the construction of a well-planned questionnaire.

2

The Committee on Methods of Research of the National Committee on Research in Secondary Education recommends that all questionnaires be subjected to the following stages:

- (a) Very careful formulation by the author and arrangement in the form to be used.
- (b) Submission to some expert for advice and correction.
- (c) Try-out on teachers or others not primarily concerned -- disinterested persons.
- (d) A try-out of the revised questionnaire on a group as nearly like the ones to whom it is to be sent as possible. These try-outs will often show the inaccuracies of statement, the equivocal questions, and other undesirable features that can be corrected before the questionnaire is actually sent out for replies.

3

Koos reports that any combination of the following types of responses can be called for in an oral questionnaire:

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1. Bixler, Harold Hensch, Check Lists for Educational Research, New York: Teachers College, Columbia University, 1928. p. 40.

2. Jones, Arthur, (Chairman), "An Outline of Methods of Research with Suggestions for High-School Principals and Teachers", Bulletins, No. 24, Washington: United States Bureau of Education, 1926, pp. 24-25.

3. Op. cit., pp. 70-71.

Then, too, as pointed out by Bixler:

When reactions of various persons are to be compared, the interview should be standardized, to some extent, by the use of precisely the same questions.

Probably the best way of meeting this last requisite is through the construction of a well-planned questionnaire.

The Committee on Methods of Research of the National

Committee on Research in Secondary Education recommends that

all questionnaires be subjected to the following stages:

- (a) Very careful formulation by the author and arrangement in the form to be used.
- (b) Submission to some expert for advice and correction.

- (c) Try-out on teachers or others not primarily concerned -- disinterested persons.

- (d) A try-out of the revised questionnaire on a group as nearly like the one to whom it is to be sent as possible. These try-outs will often show the inadequacies of statements, the ambiguous questions, and other undesirable features that can be corrected before the questionnaire is actually sent out for replies.

Know reports that any completion of the following

types of responses can be called for in an oral questionnaire:

1. Bixler, Harold Henry, Check Lists for Educational Research, New York: Teachers College, Columbia University, 1933, p. 40.
2. Jones, Arthur, (Chairman), "An Outline of Methods of Research with Suggestions for High-School Principals and Teachers," Bulletin, No. 24, Washington: United States Bureau of Education, 1933, pp. 24-25.

3. Op. cit., pp. 70-71.



1. Simple information (Numerical and other readily tabulated information)
2. Variable verbal responses
3. "Yes" or "No"
4. Checking
5. Ranking
6. Rating
7. Weighting
8. The use of codes is recommended for simplifying the entries on the form.

1

Bingham and Moore give many pertinent suggestions to aid the novice interviewer. Their suggestions include the following:

1. Best results are secured when the tone of the interviewer is adapted to the personality of each interviewee.
2. In asking for an interview a frank explanation is made as to the purpose of the survey and the use to which the information is to be put.
3. In conducting a questionnaire investigation, the interviewer before starting out studies his schedule carefully.

2

Good, Barr, and Scates conclude that:

It, the interview should be pleasant and to some extent informal, but underneath this social naturalness must be a thread of questions that will give to the interviewer the information he is seeking, without gaps and without doubtful interpretations.

3

"The interview is dominantly valid." However, as

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1. Op. cit., pp. 171-173.

2. Op. cit., p. 388.

3. Koos, Leonard V., Op. cit. p. 20.

1. Simple information (numerical and other readily available information)
2. Variable verbal responses
3. "Yes" or "No"
4. Ordering
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1. Op. cit., pp. 171-173.
2. Op. cit., p. 368.
3. Koos, Leonard V., Op. cit., p. 80.



1  
stated by Waples and Tyler<sup>1</sup>, the degree of validity depends upon:

1. Qualifications of person interviewed to discuss the question proposed.
2. Degree to which the persons interviewed represent the total number of qualified persons.

Also, since the validity of the questionnaire would condition the validity of the interview, some consideration must be directed towards determining the validity of a questionnaire. It appears that the following criteria<sup>2</sup> can be employed to validate a questionnaire:

- (a) Securing the advice of experts
- (b) Subjecting the questionnaire to trial use
- (c) Revising the instrument
- (d) Trying out of the questionnaire in its final form

### Observation as a Technique in Research Studies

Another valid means of collecting educational data is through direct observation. Regarding this method, Sells<sup>3</sup> comments thus:

Direct observation of behavior, while expensive in time and personnel, is nevertheless one of the richest sources of information.

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1. Op. cit., p. 524.

2. Ross, Clay C., Measurement in Today's Schools, New York: Prentice-Hall, Inc., 1941.

Greene, Harry A., and Jorgensen, Albert N., and Gerberich, J. Raymond, Measurement and Evaluation in the Elementary School, New York: Longmans, Green and Company, Inc., 1945.

3. Sells, Saul B. and Travers, Robert M. W., "Observational Methods of Research," Review of Educational Research, V. 15: 394-407, December, 1945, p. 401.

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1. Op. cit., p. 224.  
2. Ross, Clay C., Measurement in Today's Schools, New York: Prentice-Hall, Inc., 1941.  
Greene, Harry A., and Lortgen, Albert H., and Gerhart, J. Raymond, Measurement and Evaluation in the Elementary School, New York: Longmans, Green and Company, Inc., 1943.  
3. Bellis, Paul H. and Travers, Robert H., "Observational Methods of Research," Review of Educational Research, V. 13: 324-407, December, 1943, p. 401.



1

Good, Barr and Scates report that this source of information "has only recently come to be looked upon as a scientific procedure".

2

Some of the characteristics of this method which must be in evidence in order to entitle it to the claim of a scientific procedure are:

1. The observation must be specific.
2. A record of the observation must be made immediately.
3. The results must be such that they can be checked and substantiated.
4. The observer must be free from preconceptions.

3

The problems frequently encountered in using this technique are:

1. Planning the administrative aspects
  - (a) Securing appropriate groups to observe
  - (b) Making preliminary arrangements to observe
2. Defining the activities to be observed
3. Preparing a form for recording
4. Subjecting record form to trial use
5. Training oneself to observe others

4

"An analytical comprehension of the field to be studied" is essential to the preparation of a valid observational guide. A check-list is frequently employed as an aid in recording or observing behavior.

5

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1. Op. cit., p. 391.
  2. Ibid., pp. 404-405.
  3. Ibid., pp. 407-409.
  4. Ibid., p. 544.
  5. Waples, Douglas, and Tyler, Ralph W., Op. cit. Bixler, Harold Hench, Op. cit.

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2. Ibid., pp. 404-405.
3. Ibid., pp. 407-409.
4. Ibid., p. 544.
5. Waller, Douglas, and Tyler, Ralph W., Op. cit.
6. Miller, Harold, Op. cit.



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Waples and Tyler recommend that the following criteria be considered in the construction of check-lists:

1. Completeness
2. Specificity
3. Explicitness
4. Simplicity

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Good, Barr and Scates report:

The reliability of observation...has been found to be relatively satisfactory....The validity of direct observation depends essentially upon the definitions of the acts which are to be regarded as falling within the category being studied.

### Summary

From this research, it is evident that interview and observation techniques are suitable for research studies and that many factors within the classroom affect the reading program. Therefore, the purpose of this study is to find through interviews and observations some of the practices present in the reading work in twenty fifth-grade classrooms in which at least fifty per cent. of the children selected reading as a first or second choice of all school subjects.

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1. Op. cit., p. 545.

2. Op. cit., p. 406.

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1. Op. cit., p. 245.

2. Op. cit., p. 406.



## CHAPTER II

## PREPARATION OF STANDARD INTERVIEW AND OBSERVATION GUIDES

An explanation of the construction of the instruments used in this study is given in order that an evaluation of the results of this investigation be considered in a later chapter.

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## PREPARATION OF STANDARD INTERVIEW AND OBSERVATION GUIDES

The knowledge gained from the related readings which were summarized in the preceding chapter and the information derived from a course on the Improvement of Reading constituted the background for the construction of the items used in the interview and observation guides. The following publications were referred to for suggestions regarding the setup of the instruments:

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Korriam, J. Cayce, and Kuegler, Virgil, A Scale for Rating Elementary School Practices, New York State University, June 16, 1943. (Out of Print)

Vagner, Louise C., Observation of Young Children, New York: McGraw Hill Book Company, 1938.

Maier, Harold M., Check Lists for Educational Research, N.Y.: Teachers College, Columbia Univ., 1928.

Construction of Instruments

The initial step in the construction of these instruments was to formulate the following list of objectives:

1. Lecture courses given by Sullivan, Helen B., and Durrell, Donald M., School of Education, Boston University, Summer, 1947.

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## READING INSTRUCTION SURVEY

### Objectives for Interview and Observation Guides

#### 1. Administrative Resources and Policies

- a) Flexible courses of study
- b) Adjustable time allotments
- c) Many up-to-date texts available
- d) Cumulative school records available to teacher
- e) Adequate supplies
- f) Audio-visual aids available
- g) Library facilities
- h) Sympathetic understanding of teacher and pupil problems
- i) Amount of emphasis placed on the reading program

#### 2. Diagnosis of Individual Needs and Differences

- a) Use of cumulative records
- b) Individual analysis of reading difficulties
- c) Use of informal tests
- d) Conferences with parents
- e) Conferences with individual pupils
- f) Auditory and visual acuity tests

#### 3. Provision for Individual Needs and Differences

- a) Adjustment of books and other instructional materials to reading ability
- b) Differentiated assignments to provide for differences in rate of learning
- c) Selection of a variety of materials on basis of children's interests and needs
- d) Drill varied according to individual needs
- e) Small flexible groups for instruction
- f) Individual instruction when necessary
- g) Variety of teaching methods
- h) Guidance in the choice of reading materials

#### 4. Evidence of Pupils' Interest in Reading

- a) Favorable attitude toward assignments
- b) Voluntary reading, research
- c) Use of library resources
- d) Spirit of co-operation
- e) Interest in reading as a hobby--for recreation
- f) Voluntary contributions to class discussions
- g) Does more than the required amount of reading

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## 5. Teacher-Pupil Relationships

- a) Sits down with pupils
- b) Moves about the room
- c) Smiles encouragement
- d) Laughs with pupils
- e) Gives pupils opportunities to talk
- f) Appreciates pupil contributions
- g) Answers pupils' questions
- h) Responds when pupils ask for help
- i) Teacher as a counselor and guide
- j) Orderly freedom -- courtesy, politeness and co-operation
- k) Even class tempo -- lack of tension
- l) Conference method of solving problems

## 6. Favorable Physical Conditions

- a) Heat
- b) Light
- c) Ventilation
- d) Movable furniture
- e) Attractiveness
- f) Adequate work space
- g) Adequate play space

## 7. Techniques and Materials

- a) Co-operate teacher-pupil planning
- b) Gives explicit directions
- c) Knows her materials
- d) Asks original stimulating questions
- e) Long-range planning
- f) Dramatizations
- g) Construction activities
- h) Radio programs -- pupil planned
- i) Group and individual reports -- oral and written
- j) Uses all available teaching aids:
  - (1) Flash cards
  - (2) Film strips, slides, films
  - (3) Radio
  - (4) Experiments
  - (5) Trips
  - (6) Demonstrations
  - (7) Exhibits
  - (8) Pictures
  - (9) Calls upon community resource speakers
  - (10) Library facilities
  - (11) Current events
  - (12) Recordings
  - (13) Maps, charts, diagrams

5. Teacher-Pupil Relationships

- a) Sit down with pupils
- b) Move about the room
- c) Build encouragement
- d) Laugh with pupils
- e) Give pupils opportunities to talk
- f) Associate pupil contributions
- g) Answer pupils' questions
- h) Respond when pupils ask for help
- i) Teacher as a counselor and guide
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- k) Uses unit method of organization
- l) Mastery of essential skills stressed
- m) Constructive criticism by both teacher and classmates -- pupils guided to improve own work
- n) Economic use of time
- o) Appeals to inherent motives
- p) Children are guided to sources of information

#### 8. Pertinent Pupil Data

- a) Number of boys who rated reading high
- b) Number of girls who rated reading high
- c) Reading achievement
- d) I Q

#### 9. Pertinent Teacher Data

- a) Teacher's favorite subject
- b) Time allotted for reading instruction
- c) Training
- d) Experience
- e) Place and date of last course in reading

#### 10. Basic Readers Used

1. Items listed under the two headings of Materials and Techniques were grouped together under one heading.

2. The following key was added to simplify the checking:

- 1. Never
- 2. Sometimes
- 3. Often
- 4. Always

The interview guide was then used experimentally with one fifth-grade teacher. This second experimental usage showed that the revised interview guide was very satisfactory. The interview and conversation guides are presented here in the exact form in which they were used in this investigation.

- 192
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This list of objectives was favorably received when presented in seminar.

These objectives were then used as a basis for the development of two tentative instruments to be known as:

1. Observation Guide
2. Interview Guide

These two guides met with the approval of the thesis advisor who recommended that they be subjected to trial use in classrooms not to be used in the study. Accordingly the interview and observation guides were used experimentally in two fifth-grade classrooms which were not to be included in the investigation.

This trial use indicated that the observation guide was satisfactory, but that the interview guide should be simplified. Therefore, the following changes were made in the interview guide:

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READING INSTRUCTION SURVEY  
OBSERVATION AND INTERVIEW GUIDES

Directions

CITY OR TOWN \_\_\_\_\_ SCHOOL \_\_\_\_\_  
TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

PUPIL DATA

	<u>Number in Class</u>	<u>Number Who Rated Reading High</u>
Boys	_____	_____
Girls	_____	_____
Boys & Girls	_____	_____

	<u>Name of Test</u>	<u>Range</u>	<u>Median</u>
Reading Achievement	_____	_____	_____
IQ	_____	_____	_____

TEACHER DATA

Favorite subject \_\_\_\_\_  
Training \_\_\_\_\_  
Experience \_\_\_\_\_  
Place and date of  
last course in reading \_\_\_\_\_

# READING INSTRUCTION SURVEY OBSERVATION AND INTERVIEW GUIDES

CITY OR TOWN \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
TEACHER \_\_\_\_\_  
DATE \_\_\_\_\_

## Pupil Data

Boys \_\_\_\_\_  
Girls \_\_\_\_\_  
Boys & Girls \_\_\_\_\_  
Number in Class \_\_\_\_\_  
Number Who Failed \_\_\_\_\_  
Reading Rate \_\_\_\_\_  
Name of Test \_\_\_\_\_  
Reading Achievement \_\_\_\_\_  
IQ \_\_\_\_\_  
Pages \_\_\_\_\_  
Miles \_\_\_\_\_

## Teacher Data

Favorite subject \_\_\_\_\_  
Training \_\_\_\_\_  
Experience \_\_\_\_\_  
Place and date of last course in reading \_\_\_\_\_



## READING INSTRUCTION SURVEY

Observation GuideDirections

1. Check items observed.
2. List other items observed.
3. Describe each briefly.

I Materials of Instruction

## A Audio-visual aids employed

- ☐ 1) Bulletin boards, clippings, etc.
- ☐ 2) Exhibits
- ☐ 3) Individual records of pupil progress
- ☐ 4) Maps, charts, globes
- ☐ 5) Flash cards
- ☐ 6) Pictures
- ☐ 7) Radio
- ☐ 8) Movies, film strips, etc.
- ☐ 9) Blackboard
- ☐ 10) Phonograph
- ☐ 11) Experiments and demonstrations
- ☐ 12) Excursions
- ☐ 13) Visiting Speakers
- ☐ 14)
- ☐ 15)

## B Research aids within the classroom

- ☐ 1) Library
- ☐ 2) Mimeographed or duplicated materials

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- 12) Excursions \_\_\_\_\_
- 13) Visiting speakers \_\_\_\_\_
- 14) \_\_\_\_\_
- 15) \_\_\_\_\_

B Research aids within the classroom

- 1) Library \_\_\_\_\_
- 2) Micrographed or duplicated materials \_\_\_\_\_



- \_\_\_3) Newspapers and magazines
- \_\_\_4) Pamphlet materials
- \_\_\_5) Dictionaries
- \_\_\_6) Encyclopedia
- \_\_\_7) Almanac
- \_\_\_8) Workbooks
- \_\_\_9) Up-to-date textbooks
  - \_\_\_a) Selected according to reading abilities of children
  - \_\_\_b) Wide variety
  - \_\_\_c) Titles of basic readers being used
    - (1)
    - (2)
    - (3)

#### C Personal resources

- \_\_\_1) Teacher employs her own previous experiences
- \_\_\_2) Teacher brings into play pupils' previous experiences

### II Techniques of Instruction

- \_\_\_A Small group instruction
- \_\_\_B Differentiated assignments to provide for differences in rate of learning
- \_\_\_C Discussion periods
- \_\_\_D Reading skills emphasized
  - \_\_\_1) Good oral reading
  - \_\_\_2) Comprehension
  - \_\_\_3) Vocabulary
  - \_\_\_4) Following directions
  - \_\_\_5) Speed

- \_\_\_ 3) Newspapers and Magazines
- \_\_\_ 4) Pamphlet materials
- \_\_\_ 5) Dictionaries
- \_\_\_ 6) Encyclopedias
- \_\_\_ 7) Almanacs
- \_\_\_ 8) Yearbooks
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- \_\_\_ 1) Good oral reading
- \_\_\_ 2) Comprehension
- \_\_\_ 3) Vocabulary
- \_\_\_ 4) Following directions
- \_\_\_ 5) Speed



- \_\_\_6) Skimming
- \_\_\_7) Outlining
- \_\_\_8) Research
- \_\_\_9) Evaluation of material read
- \_\_\_10) Organization
- \_\_\_11) Use of dictionary
- \_\_\_12) Locating specific information
- \_\_\_13) Use of glossary
- \_\_\_14) Use of index and table of contents
- \_\_\_15)
- \_\_\_16)

- \_\_\_E Special help for some pupils
- \_\_\_F Use of original stimulating questions
- \_\_\_G Guides children to sources of information
- \_\_\_H Story telling or reading by teacher
- \_\_\_I Current events
- \_\_\_J Study guides
- \_\_\_K Dramatizations
- \_\_\_L Games
- \_\_\_M Oral reports
- \_\_\_N Written reports
- \_\_\_O Special activities related to reading
- \_\_\_1)
- \_\_\_2)
- \_\_\_3)

- 6) Eliminating  
 7) Outlining  
 8) Research  
 9) Evaluation of material used  
 10) Organization  
 11) Use of dictionary  
 12) Locating specific information  
 13) Use of glossary  
 14) Use of index and table of contents  
 15)  
 16)

- E Special help for some pupils  
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 G Guides children to sources of information  
 H Story telling or reading by teacher  
 I Current events  
 J Study guides  
 K Dramatizations  
 L Games  
 M Oral reports  
 N Written reports  
 O Special activities related to reading

1)  
 2)  
 3)



### III Evidence of Pupil Interest

- ☐ A Co-operation
- ☐ B Good attention
- ☐ C Active participation in discussion periods
- ☐ D Voluntary reading -- does more than the required amount
- ☐ E Recreational reading
- ☐ F Use of classroom resources

### IV Characteristics of the Environment

#### A Teacher-pupil relationships

- ☐ 1) Sits down with pupils
- ☐ 2) Moves about the room
- ☐ 3) Smiles encouragement
- ☐ 4) Laughs with pupils
- ☐ 5) Gives pupils opportunities to talk
- ☐ 6) Appreciates pupil contributions
- ☐ 7) Answers pupils' questions
- ☐ 8) Responds when pupils ask for help
- ☐ 9) Teacher as a counselor and guide
- ☐ 10) Orderly freedom
- ☐ 11) Even class tempo
- ☐ 12) Conference method for solving problems

#### B Pupil-pupil relationships

- ☐ 1) Ability to give and take constructive criticism
- ☐ 2) Respect for the rights of others

III Evidence of Pupil Interest

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B Pupil-pupil relationships

- \_\_\_ 1) Ability to give and take constructive criticism
- \_\_\_ 2) Respect for the rights of others



## READING INSTRUCTION SURVEY

\_\_\_3) Willingness to help one another

\_\_\_4) Tolerance

\_\_\_5) Co-operation with leaders

\_\_\_6)

\_\_\_7)

## Directions

## 1. Use Key for Scoring

- 1 - Never  
2 - Sometimes  
3 - Often  
4 - Always

## 2. List C Physical conditions

## 3. Include brief descriptions.

\_\_\_1) Heat

\_\_\_2) Light

\_\_\_3) Ventilation

\_\_\_4) Movable furniture, etc.

\_\_\_5) Attractiveness

\_\_\_6) Adequate work space, pupil progress

\_\_\_7) Adequate play space

\_\_\_8) Wash bowls

\_\_\_9) Stoves

\_\_\_Radio

\_\_\_Movies, film strips, etc.

\_\_\_Blackboard

\_\_\_Photograph

\_\_\_Experiments and demonstrations

\_\_\_Exercises

\_\_\_Visiting speakers

\_\_\_Library

\_\_\_Miscellaneous or duplicated materials

\_\_\_Newsletters and magazines

- \_\_\_ 3) Willingness to help one another
- \_\_\_ 4) Tolerance
- \_\_\_ 5) Co-operation with leaders
- \_\_\_ 6)
- \_\_\_ 7)

C Physical conditions

- \_\_\_ 1) Heat
- \_\_\_ 2) Light
- \_\_\_ 3) Ventilation
- \_\_\_ 4) Movable furniture
- \_\_\_ 5) Attractiveness
- \_\_\_ 6) Adequate work space
- \_\_\_ 7) Adequate play space
- \_\_\_ 8)
- \_\_\_ 9)



## READING INSTRUCTION SURVEY

Interview GuideDirections1. Use: Key for Checking

- 1 - Never
- 2 - Sometimes
- 3 - Often
- 4 - Always

2. List additional items.

3. Include brief descriptions.

I Which of the following materials and techniques do you use?

☐ Bulletin boards, clippings, etc.

☐ Exhibits

☐ Individual records of pupil progress

☐ Maps, charts, globes

☐ Flash cards

☐ Pictures

☐ Radio

☐ Movies, film strips, etc.

☐ Blackboard

☐ Phonograph

☐ Experiments and demonstrations

☐ Excursions

☐ Visiting speakers

☐ Library

☐ Mimeographed or duplicated materials

☐ Newspapers and magazines

# READING INSTRUCTION SURVEY

## Interview Guide

### Directions

#### 1. Use Key for Checking

- 1 - Never
- 2 - Sometimes
- 3 - Often
- 4 - Always

#### 2. List additional items.

#### 3. Include brief descriptions.

I wish of the following materials and techniques  
do you use?

\_\_\_ Bulletin boards, clipboards, etc.

\_\_\_ Exhibits

\_\_\_ Individual records of pupil progress

\_\_\_ Maps, charts, globes

\_\_\_ Flash cards

\_\_\_ Pictures

\_\_\_ Radio

\_\_\_ Movies, film strips, etc.

\_\_\_ Blackboard

\_\_\_ Phonograph

\_\_\_ Experiments and demonstrations

\_\_\_ Expositions

\_\_\_ Visiting speakers

\_\_\_ Library

\_\_\_ Micrographed or duplicated materials

\_\_\_ Newspapers and magazines



- ☐ Pamphlet materials
- ☐ Dictionaries
- ☐ Encyclopedia
- ☐ Almanac
- ☐ Workbooks
- ☐ Previous experiences of teacher
- ☐ Previous experiences of pupils
- ☐ Small group instruction
- ☐ Differentiated assignments
- ☐ Discussion periods
- ☐ Reading skills emphasized
  - ☐ Good oral reading
  - ☐ Comprehension
  - ☐ Vocabulary
  - ☐ Following directions
  - ☐ Speed
  - ☐ Skimming
  - ☐ Outlining
  - ☐ Research
  - ☐ Evaluation of material read
  - ☐ Organization
  - ☐ Use of dictionary
  - ☐ Locating specific information
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- ☐ Use of original stimulating questions
- ☐ Guides children to sources of information
- ☐ Story telling or reading by teacher
- ☐ Current events
- ☐ Study guides





- ☐ Dramatizations
- ☐ Games
- ☐ Oral reports
- ☐ Written reports
- ☐ Special activities related to reading
- ☐
- ☐
- ☐

## II Administrative Resources and Policies

- A Type of supervision
  - ☐ Supervising principal
  - ☐ Teaching principal
- B Course of study requirements
  - ☐ Rigid
  - ☐ Flexible
- C Specialists
  - ☐ Elementary consultant
  - ☐ Reading consultant
  - ☐ Remedial reading teacher
- D Time allotments
  - ☐ Rigid
  - ☐ Flexible
  - ☐ Amount of time (weekly)
- E Teacher committee work
- F Textbooks and instructional supplies
  - By whom selected \_\_\_\_\_
  - ☐ Adequate ☐ Inadequate

III In your opinion, what are some of the reasons why the majority of the children in your class classify reading as one of their favorite subjects?

Special activities related to reading  
Written reports  
Oral reports  
Games  
Dramatizations

II Administrative Resources and Policies

A Type of supervision  
Supervising principal  
Teaching principal  
B Course of study requirements  
Field  
Flexible  
C Specialists  
Elementary consultant  
Reading consultant  
Remedial reading teacher  
D Time allotments  
Fixed  
Flexible  
Amount of time (weekly)  
E Teacher committee work  
F Textbooks and instructional supplies  
By whom selected  
Associate  
Instructor

III In your opinion, what are some of the reasons why the majority of the children in your class classify reading as one of their favorite subjects?



# CHAPTER III

## INVESTIGATION

### CHAPTER III

### INVESTIGATION

The twenty fifth-grade classrooms used in this study were selected on the basis of the data obtained from a content-analysis study of children's reading habits for school subjects which was carried out in all fifth-grade classrooms in the sixty-six cities and towns which are members of the New England School Development Council. A copy of the questionnaire used in the study is given in Appendix I. From these classrooms, twenty classrooms in which at least fifty per cent of the children rated reading as a first or second choice, were selected for use in the present investigation. These twenty classrooms were located in twelve cities and towns.

#### Pupil Data

Table I shows the number of boys and girls who rated reading as a first or second choice.

TABLE I

NUMBER OF BOYS AND GIRLS WHO RATED READING AS A  
FIRST OR SECOND CHOICE

Pupils	Number in 20 Classrooms	Number Who Rated Reading High	Per cent Who Rated Reading High
Boys	261	161	61
Girls	261	164	63
Total	522	325	62

CHAPTER III

INVESTIGATION



### CHAPTER III

#### INVESTIGATION

The twenty fifth-grade classrooms used in this study were selected on the basis of the data obtained from a contemporary study of children's preferences for school subjects which was carried out in all fifth-grade classrooms in the sixty-six cities and towns which are members of the New England School Development Council. A copy of the questionnaire used in the study is given in Appendix I. From these classrooms, twenty classrooms in which at least fifty per cent of the children rated reading as a first or second choice, were selected for use in the present investigation. These twenty classrooms were located in twelve cities and towns.

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Pupils	Number in 20 Classrooms	Number Who Rated Reading High	Per cent Who Rated Reading High
Boys	261	151	58
Girls	281	164	58
Total	542	315	58

# CHAPTER III

## INVESTIGATION

The twenty fifth-grade classrooms used in this study were selected on the basis of the data obtained from a content-analysis of children's preferences for school subjects which was carried out in all fifth-grade classrooms in the sixty-six cities and towns which are members of the New England School Development Council. A copy of the questionnaire used in the study is given in Appendix I. From these classrooms, twenty classrooms in which at least fifty per cent of the children rated reading as a first or second choice, were selected for use in the present investigation. These twenty classrooms were located in twelve cities and towns.

### Partial Data

Table I shows the number of boys and girls who rated reading as a first or second choice.

TABLE I

NUMBER OF BOYS AND GIRLS WHO RATED READING AS A  
FIRST OR SECOND CHOICE

Sex	Number in 20 Classrooms	Number who Rated Reading High	Per cent who Rated Reading High
Boys	281	151	53
Girls	281	154	55
Total	562	305	54



This table shows that of the 261 boys, 151, or 58 per cent rated reading high, whereas of the 281 girls, 164, or 58 per cent, rated reading high. Thus, out of a total of 542 children, 315, or 58 per cent indicated a strong preference for reading as a school subject.

Table II gives the intelligence quotients obtained from the Kuhlmann-Anderson Intelligence Tests<sup>1</sup> on the pupils in two classrooms in the same city.

TABLE II  
INTELLIGENCE QUOTIENTS OF PUPILS IN TWO CLASSROOMS

Population	Range of IQ's	Median
Class A	93 - 138	114
Class B	81 - 114	94

This table shows that in one classroom the intelligence quotients ranged from 93 to 138, with a median of 114, whereas in the other classroom intelligence quotients ranged from 81 to 114, with a median of 94. These results indicate that the pupils represented a wide range of native ability.

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1. Kuhlmann, F. and Anderson, Rose G., Kuhlmann-Anderson Intelligence Tests, 5th Edition, Published by Educational Test Bureau, 1940.

This table shows that of the 251 boys, 153, or 61 per cent rated reading high, whereas of the 251 girls, 134, or 53 per cent, rated reading high. Thus, out of a total of 502 children, 316, or 63 per cent indicated a strong preference for reading as a school subject.

Table II gives the intelligence quotients obtained from the Kuhlmann-Anderson Intelligence Tests on the pupils in two classrooms in the same city.

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INTELLIGENCE QUOTIENTS OF PUPILS IN TWO CLASSROOMS

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### Teacher Data

Table III shows the teacher's choice of subjects.

TABLE III

#### TEACHERS CHOICE OF SUBJECTS

<u>Subject Selected</u>	<u>Number</u>	<u>Per cent</u>
Social Studies	9	45
Arithmetic	6	30
Reading	3	15
Science	1	5
Art	1	5
Total	20	100

This table shows that of the twenty teachers, nine, or 45 per cent, rated social studies as a favorite subject; six, or 30 per cent, selected arithmetic as a first choice; three, or 15 per cent, gave reading first place; one, or 5 per cent indicated a preference for science, and one, or 5 per cent, preferred art.

### Visiting Classrooms

Arrangements to visit in these twenty classrooms were made by telephone at least four days in advance of each visit. Either a superintendent of schools or a principal was ap-

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proached and the explanation given included the following:

1. Relationship of present study to the contemporary study on children's preferences with which each school system was already familiar.
2. Basis on which the population for the present study was selected.
3. Purpose of study and a summary of the type of information desired.
4. Arrangement of a convenient date and time for visiting.

In eight instances an opportunity was afforded to talk directly with the teacher previous to visiting in the classroom.

Three times it was necessary to postpone visits because of no-school days. Due to the severity of the winter and its consequent hazardous walking conditions, most of the schools were operating on a single session plan which necessitated that visiting be done before one o'clock. In fact, only one classroom was visited during an afternoon session. The average length of visit was two and one-half hours.

The opportunity provided for discussing the reading programs with teachers, and in many instances with the pupils as well, varied greatly from school to school. Some teachers indicated a willingness to answer questions as they moved from group to group, while the physical education instructor was working with the class, or while the pupils were engaged in activities requiring little supervision. Other teachers offered to discuss their reading programs before school, during recess, or at the close of the school session.

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In eight instances an opportunity was afforded to talk directly  
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Three times it was necessary to postpone visits because

of no-school days. Due to the severity of the winter and its

consequent hazardous walking conditions, most of the schools

were operating on a half-day session plan which necessitated

that visiting be done before one o'clock. In fact, only one

classroom was visited during an afternoon session. The

average length of visit was two and one-half hours.

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recess, or at the close of the school session.



Every effort was made on the part of the investigator to gather much of the desired information incidentally through informal conversation. In general, the observation guide was checked at the time of the classroom visit, whereas information gained through interview was recorded after leaving the school.

Many opportunities for exchanging ideas and information were afforded during the interviews. Interviewees expressed a keen interest in the reading activities being carried on in other classrooms. Two supervisors, three principals, and five teachers invited the interviewer to return after the study had been completed to discuss the findings. In every school, the principal, teacher, and pupils were most cordial and expressed their willingness to assist the worker in every way. The general attitude was well expressed by one of the teachers thus: "The children and I will be glad to answer any questions that you would like to ask about our work."

This attitude on the part of the population, not only contributed much to making the investigation a pleasant experience, but was a most important factor in determining the validity of the data for, as frequently reported by Koos<sup>1</sup>, the success of an interview is determined to large degree on the willingness of the interviewee to answer questions.

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1. Op cit.

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Also contributing to the validity of the investigation, was the observation that no attempt was made on the part of any teacher to put on a "Show". The pupils were much at ease and appeared to be very familiar with the various programs.

#### Summary

From the discussion in this chapter, it can be seen that every effort was made to administer the interview and observation guides in such a way as to obtain valid data. The following chapter deals with an analysis of the findings of the investigation.

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#### Summary

From the discussion in this chapter, it can be seen that every effort was made to administer the interview and observation guides in such a way as to obtain valid data. The following chapter deals with an analysis of the findings of the investigation.



## CHAPTER IV ANALYSIS OF FINDINGS

An analysis of the characteristics of twenty reading programs that appeal to first grade children is presented in this chapter. The data which was obtained through interviews and observations is presented in the following headings:

1. Administrative resources and policies
2. Instructional materials
  - a) Audio-visual aids
  - b) Personal resources
  - c) Research aids
3. Technique of instruction

Table IV shows the types of supervision provided in the twenty classrooms studied.

TABLE IV  
TYPE OF SUPERVISION

Type of Supervision	Number	Per cent
Supervising Principal	19	95
Teaching Principal	1	5
Total	20	100

This table shows seventeen classrooms, or 85 per cent, had supervising principals, and three classrooms, or 15 per cent, had teaching principals.

CHAPTER IV

ANALYSIS OF FINDINGS



## CHAPTER IV

### ANALYSIS OF FINDINGS

An analysis of the characteristics of twenty reading programs that appeal to fifth-grade children is presented in this chapter. The data which was obtained through interviews and observations is considered under these headings:

1. Administrative resources and policies
2. Instructional materials
  - a) Audio-visual aids
  - b) Personal resources
  - c) Research aids
3. Techniques of instruction

Table IV shows the types of supervision provided in the twenty classrooms studied.

TABLE IV  
TYPE OF SUPERVISION

Type of Supervision	Number	Per cent
Supervising Principal	17	85
Teaching Principal	3	15
Total	20	100

This table shows seventeen classrooms, or 85 per cent, had supervising principals, and three classrooms, or 15 per cent, had teaching principals.

# CHAPTER IV ANALYSIS OF FINDINGS

An analysis of the characteristics of twenty reading programs that appear to fit the needs of children is presented in this chapter. The data which was obtained through interviews and observations is considered under these headings:

1. Administrative resources and facilities
2. Instructional materials
  - a) Audio-visual aids
  - b) Personal resources
  - c) Research aids
3. Techniques of instruction

Table IV shows the types of supervision provided in the twenty classrooms studied.

TABLE IV  
TYPE OF SUPERVISION

Type of supervision	Number	Per cent
Supervising Principal	14	70
Teaching Principal	3	15
Total	20	100

This table shows seventeen classrooms, or 85 per cent, had supervising principals, and three classrooms, or 15 per cent, had teaching principals.



Table V shows types of special services provided in the various communities.

TABLE V  
SPECIAL SERVICES PROVIDED

Specialists	No. of class-rooms served	% of class-rooms served
Reading Consultant	7	35
Elementary Consultant and Reading Consultant	5	25
Elementary Consultant	3	15
Elementary Consultant and Remedial Reading Teacher	2	10
Remedial Reading Teacher	2	10
No Specialist	1	5
Total	20	100

For seven, or 35 per cent of the teachers, the services of a reading consultant were available. The services of both an elementary consultant and a reading consultant were offered to five, or 25 per cent of the teachers. Three, or 15 per cent of the teachers, could call upon an elementary consultant for help.

The services of an elementary consultant and a remedial reading teacher were provided to assist two, or 10 per cent of

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Remedial Reading Teacher	2	10
No Specialist	1	5
Total	20	100

For seven, or 35 per cent of the teachers, the services of a reading consultant were available. The services of both an elementary consultant and a reading consultant were offered to five, or 25 per cent of the teachers. Three, or 15 per cent of the teachers, could call upon an elementary consultant for help.

The services of an elementary consultant and a remedial reading teacher were provided to eight two, or 10 per cent of



the teachers. In two, or 10 per cent of the classrooms, some children were given special instruction by a remedial reading teacher. Only one, or 5 per cent of the teachers, was not provided with the services of one or more specialist.

All teachers reported that:

1. They could select their own textbooks.
2. Adequate instructional supplies were provided.
3. Course of study requirements were flexible.
4. Time allotments were flexible.

The approximate amount of time allotted each week for reading instruction ranged from 140 to 300 minutes with an average of 160 minutes.

This summary of findings indicates that the administrative resources and policies were such as to encourage the development of good instructional programs.

#### Interpretation of Tables

The column headings which appear in TABLES VI, VII, VIII, XI, and XII should be interpreted thus:

Always - usually employed daily

Often - usually employed weekly

Sometimes - employed at least once  
a month

Never - never, or less than once a  
month

the teachers. In two, or 10 per cent of the classrooms, some children were given special instruction by a remedial reading teacher. Only one, or 5 per cent of the teachers, was not provided with the services of one or more specialists.

All teachers reported that:

1. They could select their own textbooks.

2. Adequate instructional supplies were provided.

3. Courses or study requirements were flexible.

4. Time allotments were flexible.

The approximate amount of time allotted each week for

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This summary of findings indicates that the administrative resources and policies were such as to encourage the development of good instructional programs.

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The column headings which appear in TABLES VI, VII,

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Always - usually employed daily

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Sometimes - employed at least once a month

Never - never or less than once a month



Weighted Rating - determined by assigning numerical values as follows:

- 1 - Never
- 2 - Sometimes
- 3 - Often
- 4 - Always

### Instructional Materials

Research revealed that it is almost impossible to define instructional materials so as to separate them from other aspects of the learning situation. Thus, the writer realizes that some readers will want to take exception to the present classification of certain items under the heading of Instructional Materials.

In this chapter, a brief description of each item is given immediately following the table in which the item is presented. Specific examples as to how some of these materials were used will be presented in the next chapter.

### Audio-Visual Aids Employed

In the following table, the audio-visual aids are listed in order according to frequency of use:

Weighted Rating - determined by assigning numerical values as follows:

- 1 - Never
- 2 - Sometimes
- 3 - Often
- 4 - Always

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Research revealed that it is almost impossible to design instructional materials so as to separate them from other aspects of the learning situation. Thus, the writer realizes that some readers will want to take exception to the present classification of certain items under the heading of Instructional Materials.

In this chapter, a brief description of each item is given immediately following the table in which the item is presented. Specific examples as to how some of these materials were used will be presented in the next chapter.

Audio-Visual Aids Employed

In the following table, the audio-visual aids are listed in order according to frequency of use:



TABLE VI

## AUDIO-VISUAL AIDS EMPLOYED

Materials Used	Always		Often		Some- times		Never		Weighted Rating %
	No.	%	No.	%	No.	%	No.	%	
Bulletin boards	10	50	9	45	1	5			86
Blackboards	7	35	12	60	1	5			83
Pictures	6	30	7	35	7	35			74
Maps, charts, globes	3	15	9	45	8	40			69
Exhibits	3	15	6	30	8	40	3	15	61
Individual progress records	3	15	3	15	11	55	3	15	58
Experiments and demonstrations			6	30	11	55	3	15	54
Movies			4	20	11	55	5	25	49
Excursions, field trips			4	20	11	55	5	25	49
Flash cards					15	75	5	25	44
Visiting speakers			2	10	10	50	8	40	43
Radio			3	15	5	25	12	60	39
Phonograph			2	10	5	25	13	65	36
Slides, film strips, etc.			4	20			16	80	35

TABLE VI

## ANNUAL-TOTALS AND SUBTOTALS

Materials used	Length		Area		Time		Weight	Notes
	No. 1	No. 2	No. 1	No. 2	No. 1	No. 2		
Cellulose boards	10	20	1	1	2		20	
Blackboards	7	15	1	1	2		13	
Plaster	6	10	1	1	2		7	
Maps, charts, globes	3	15	2	1	3		19	
Exhibits	3	15	6	10	3	15	21	
Individual progress records	3	15	3	15	11	25	3	15
Experiments and demonstrations			6	30	11	25	1	15
Movies			4	20	11	25	2	15
Demonstrations, field trips			4	20	11	25	2	15
Flash cards					15	75	2	15
Visiting speakers			2	10	10	50	8	40
Radio			3	15	5	25	12	60
Phonograph			2	10	2	25	12	60
Slides, film strips, etc.			4	20			10	50



The table just presented shows that a wide variety of audio-visual aids were employed in the twenty classrooms investigated. The following descriptions indicate that the accessibility of materials determined to a large degree their frequency of use.

#### Bulletin boards

Many bulletin boards presented an attractive display of carefully mounted pictures with captions. The pictures frequently pertained to the social studies program.

#### Blackboards

In addition to blackboards being used by the teacher, pupils were asked to illustrate certain concepts derived from their reading; for example, to show how the "horseless carriage" looked.

#### Pictures

A large percentage of the teachers had excellent picture collections. Then, too, illustrations in books and magazines were often referred to.

#### Maps and globes

In connection with the various reading programs, maps and globes were used to locate places mentioned in the stories being read.

#### Exhibits

In general, exhibits were either those borrowed from the Children's Museum in Boston, or assembled through the combined effort of teacher and pupils. The exhibits frequently dealt with reading in the social studies field.

#### Individual progress records

These records usually showed the number of library books read by each pupil. However, in several classrooms, records were kept by the pupils to show their progress in the mastery of reading skills.

The table just presented shows that a wide variety of audio-visual aids were employed in the twenty classrooms investigated. The following descriptions indicate that the accessibility of materials determined to a large degree their frequency of use.

#### Pictorial boards

Many pictorial boards presented an attractive display of carefully mounted pictures with captions. The pictures frequently pertained to the social studies program.

#### Blackboards

In addition to blackboards being used by the teacher, pupils were asked to illustrate certain concepts derived from their reading; for example, to show how the "horseless carriage" looked.

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#### Individual progress records

These records usually showed the number of library books read by each pupil. However, in several classrooms, records were kept by the pupils to show their progress in the mastery of reading skills.



### Experiments and demonstrations

Most of the experiments were outgrowths of reading done in science books. Both experiments and demonstrations were frequently pupil-initiated as, for example, two boy scouts asking to show how messages can be sent by using signal flags.

### Movies, Radio, Phonograph, Slides and Film Strips

Many teachers reported that they would use these aids more often if better facilities were provided. In several instances, teachers who used these aids supplied their own materials. One teacher had an excellent collection of slides on New England which she had made.

### Excursions, field trips

Visits to public libraries rated first in this classification. Teachers reported that now that transportation could be arranged, they were planning to take the pupils on more excursions.

### Flash cards

In general, flash cards were used only with children needing special instruction.

### Visiting speakers

In classrooms where the children's parents and neighbors had traveled a great deal, considerable use was made of this resource. Several interviewees expressed their intentions of utilizing this resource in the near future.

In Chapter V, will be found specific examples as to how these materials were utilized.

### Experiments and demonstrations

Most of the experiments were outgrowths of reading done in science books. Both experiments and demonstrations were frequently pupil-initiated as, for example, two boys wrote asking to show how messages can be sent by using animal flags.

### Movies, Radio, Phonograph, Slides and Film Strips

Many teachers reported that they would use these aids more often if better facilities were provided. In several instances, teachers who used these aids supplied their own materials. One teacher had an excellent collection of slides on New England which she had made.

### Experiments, Field Trips

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In general, flash cards were used only with children needing special instruction.

### Visiting speakers

In classrooms where the children's parents and neighbors had traveled a great deal, considerable use was made of this resource. Several later viewers expressed their intention of utilizing this resource in the near future.

In Chapter V, will be found specific examples as to

how these materials were utilized.



TABLE VII shows the personal resources employed.

TABLE VII

PERSONAL RESOURCES EMPLOYED									
Material Employed	Always		Often		Some-times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	%
Previous experiences of pupils	4	20	15	75	1	5			79
Previous experiences of teachers	3	15	16	80	1	5			78

This table indicates that in most of these twenty classrooms teachers shared many of their own experiences, and brought into play many of the pupils' previous experiences.

TABLE VIII shows the research aids employed.

TABLE VIII

RESEARCH AIDS EMPLOYED									
Materials Employed	Always		Often		Some-times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	%
School or classroom library	19	95					1	5	96
Basic Readers	16	80			2	10	2	10	88
Dictionaries	3	15	15	75	2	10			76
Newspapers, magazines	3	15	13	65	4	20			74
Workbooks	2	10	2	10	11	55	5	25	51

TABLE VII shows the personal resources employed.

TABLE VII

PERSONAL RESOURCES EMPLOYED									
Material Employed	Always		Often		Some- times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	
Previous experience of pupils	1	20	15	75	1	5			72
Previous experience of teachers	3	15	16	80	1	5			78

This table indicates that in most of these twenty classroom teachers shared many of their own experiences, and brought into play many of the pupils' previous experiences.

TABLE VIII shows the research aids employed.

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Materials Employed	Always		Often		Some- times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	
School or classroom library	19	95					1	5	96
Basic Readers	16	80			2	10	2	10	88
Dictionaries	3	15	15	75	2	10			76
Newspapers, magazines	3	15	13	65	4	20			74
Workbooks	2	10	2	10	11	55	5	25	51



### School or classroom library

In nineteen, or 95 per cent of the classrooms, good library facilities were provided. Books on various levels of difficulty, and fiction, as well as non-fiction were in evidence.

### Basal Readers

In 75 per cent of the classrooms, basic readers were used regularly. In three of the four classrooms in which basic readers were not generally used, almost without exception, the pupils were excellent readers. TABLE IX which is presented on the next page shows the basal readers used.

### Dictionaries

In most classrooms, each pupil kept a dictionary at his desk. Both dictionaries and glossaries were often used.

### Newspapers, Magazines

One class subscribed to a Boston daily. In many classrooms, all children subscribed to some weekly magazine such as My Weekly Reader or Young American. Most of the classroom libraries had copies of the National Geographic and other magazines which could be used for research.

### Workbooks

Workbooks were not widely used. However, many teachers reported that they frequently referred to miscellaneous copies of workbooks for suggestions.

Good and Pleasant	Scott, Foresman Company	4	2	10
Four and Ten	Silver, Burdett Company	3	2	10
Let's Look Around	Macmillan Company	4	1	5
Distant Footways	Silver, Burdett Company	4	1	5
On The Long Road	" " "	4	1	5
Let's Go Ahead	Macmillan Company	4	1	5

This table shows that the basal readers of seven publishers were used. Of the sixteen books, seven were fifth-grade readers; six were written on a fourth-grade level; two were of sixth-grade difficulty; and one third-grade textbook was used.

School or classroom library  
In nineteen, or 83 per cent of the classrooms, good library facilities were provided. Books on various levels of difficulty, and fiction, as well as non-fiction were in evidence.

Basic Readers  
In 75 per cent of the classrooms, basic readers were used regularly. In three of the four classrooms in which basic readers were not generally used, almost without exception, the pupils were excellent readers. Table 12, which is presented on the next page shows the basic readers used.

Dictionary  
In most classrooms, each pupil kept a dictionary at his desk. Both dictionaries and glossaries were often used.

Newspapers, Magazines  
One class subscribed to a Boston daily. In many classrooms, all children subscribed to some weekly magazine such as My Weekly Reader or Young American. Most of the classroom libraries had copies of the National Geographic and other magazines which could be used for research.

Workbooks  
Workbooks were not widely used. However, many teachers reported that they frequently referred to miscellaneous copies of workbooks for suggestions.



TABLE IX shows the basal readers used.

TABLE IX

BASAL READERS USED				
Title	Publisher	Grade Level	No.	%
<u>Days and Deeds</u>	Scott, Foresman Company	5	8	40
<u>Engine Whistles</u>	Row, Peterson Company	5	5	25
<u>Let's Travel On</u>	Macmillan Company	5	5	25
<u>Pleasant Lands</u>	Scott, Foresman Company	5	3	15
<u>Following New Trails</u>	Ginn and Company	5	2	10
<u>Looking Forward</u>	Winston Company	5	2	10
<u>Frontiers Old and New</u>	Silver Burdett Company	5	2	10
<u>Today and Tomorrow</u>	Winston Company	4	2	10
<u>Singing Wheels</u>	Row, Peterson Company	4	2	10
<u>Luck and Pluck</u>	D. C. Heath Company	4	2	10
<u>Times and Places</u>	Scott, Foresman Company	4	2	10
<u>Near and Far</u>	Silver, Burdett Company	3	2	10
<u>Let's Look Around</u>	Macmillan Company	4	1	5
<u>Distant Doorways</u>	Silver Burdett Company	4	1	5
<u>On The Long Road</u>	" " "	6	1	5
<u>Let's Go Ahead</u>	Macmillan Company	6	1	5

This table shows that the basal readers of seven publishers were used. Of the sixteen books, seven were fifth-grade readers; six were written on a fourth-grade level; two were of sixth-grade difficulty; and one third-grade textbook was used.

TABLE IX shows the basal readers used.

TABLE IX

BASAL READERS USED				
Title	Publisher	Grade level	No.	%
Days and Nights	Scott, Foresman Company	2	8	40
Machine Wonders	Row, Peterson Company	2	2	25
Let's Travel On	Macmillan Company	2	2	25
Pleasant Lands	Scott, Foresman Company	2	2	15
Following New Trails	Ginn and Company	2	2	10
Looking Forward	Winston Company	2	2	10
Frontiers Old and New	Silver Burdett Company	2	2	10
Today and Tomorrow	Winston Company	4	2	10
Spinning Wheels	Row, Peterson Company	4	2	10
Luck and Pluck	D. C. Heath Company	4	2	10
Times and Places	Scott, Foresman Company	4	2	10
Near and Far	Silver, Burdett Company	3	2	10
Let's Look Around	Macmillan Company	4	1	5
Distant Doorways	Silver Burdett Company	4	1	5
On The Long Road	" " "	6	1	5
Let's Go Ahead	Macmillan Company	6	1	5

This table shows that the basal readers of seven publishers were used. Of the sixteen books, seven were fifth-grade readers; six were written on a fourth-grade level; two were of sixth-grade difficulty; and one third-grade textbook was used.



## Techniques of Instruction

Table X shows the reading skills emphasized.

TABLE X  
READING SKILLS EMPHASIZED

Reading Skill	Classrooms where emphasized	
	NO.	%
Good oral reading	20	100
Use of index and table of contents	20	100
Following directions	20	100
Locating specific information	20	100
Comprehension	19	95
Vocabulary enrichment	19	95
Use of dictionary	19	95
Use of glossary	17	85
Organization	16	80
Evaluation of material read	16	80
Research	14	70
Outlining	14	70
Skimming	12	60
Speed	12	60

This table shows that in classrooms investigated in this study a wide variety of reading skills were employed.

Table XI shows the variety of techniques employed in the development of these reading skills.





TABLE XI

TECHNIQUES OF INSTRUCTION EMPLOYED									
Technique Employed	Always		Often		Some-times		Seldom or Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	%
Small group instruction	16	80	2	10	1	5	1	5	91
Special instruction for some pupils	12	60	6	30	2	10			88
Specific analysis of individual needs	12	60	5	25	3	15			86
Differentiated assignments	11	55	4	20	4	20	1	5	81
Story telling or reading by teacher	4	20	12	60	4	20			75
Written checks on comprehension			19	95	1	5			74
Questions designed by pupils to be answered by classmates	5	25	9	45	6	30			74
Oral checks on comprehension			18	90	2	10			73
Oral reports			17	85	3	15			71
Informal discussions			16	80	4	20			70
Provision for recreational reading			17	85	2	10	1	5	70
Co-operative teacher-pupil planning	4	20	8	40	8	40			70
Current events	3	15	11	55	4	20	2	10	69
Written reports			14	70	6	30			68
Dramatizations			7	35	12	60	1	5	58
Games			8	40	9	45	3	15	56
Other activities related to reading			6	30	13	65	1	5	56



TABLE XI

TECHNIQUES OF INSTRUCTION EMPLOYED									
Technique Employed	Always		Often		Some- times		Seldom or Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	
Other activities related to reading			6	30	13	62	1	5	56
Names			8	40	9	45	3	15	56
Discussions			7	35	12	60	1	5	58
Written reports			11	70	6	30			68
Current events	3	15	11	55	4	20	2	10	69
Co-operative teacher-pupil planning	1	20	8	40	8	40			70
Provision for recreational reading			13	65	2	10	1	5	70
Informal discussions			16	80	4	20			70
Oral reports			17	85	3	15			71
Oral checks on comprehension			18	90	2	10			73
Questions designed by pupils to be answered by classmates	2	25	9	45	6	30			74
Written checks on comprehension			19	95	1	5			74
Story telling or reading by teacher	4	20	12	60	4	20			75
Differentiated assignments	11	55	4	20	4	20	1	5	81
Specific analysis of individual needs	19	60	2	25	3	15			86
Special instruction for some pupils	12	60	6	30	2	10			88
Small group instruction	16	80	2	10	1	5	1	5	91



### Small group instruction

Classes were divided into from two to five groups. Some classrooms had a pupil leader for each group.

### Special instruction for some pupils

Remedial reading teachers gave special instruction to some of the pupils in four of the classrooms. Where the services of a specialist were not available, many classroom teachers gave individual help to pupils who had reading disabilities.

### Specific analysis of individual needs

In addition to informal test records, many teachers kept a copy of achievement test scores and intelligence quotients in their desks for quick reference.

### Differentiated assignments

Each group had its own assignment and in some instances special assignments were made for individual pupils.

### Story telling, or reading by teacher

Many teachers were of the opinion that this technique constituted one of the best means of creating an appreciation of reading as a hobby. Books and stories for this purpose were selected on the basis of a high interest level.

### Written checks on comprehension

Multiple choice, matching, and completion type tests were used frequently. Hectographed copies of the check were prepared, or the items were written on the blackboard, and pupils were asked to write the numbers of the items on a piece of paper and after each number simply to give the necessary response.

### Questions designed by pupils to be answered by classmates

Pupils delighted in asking their classmates questions about the reading assignments. For the most part, these questions were well stated, and called for a variety of responses.

### Small group instruction

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### Questions designed by pupils to be answered by classmates

Pupils delighted in asking their classmates questions about the reading assignments. For the most part, these questions were well stated, and called for a variety of responses.



### Oral checks on comprehension

For this purpose, questions designed by both teachers and pupils were used. Most questions required more than a "yes" or "no" response.

### Oral reports

Book reports and reviews of research were used for this purpose.

### Informal discussions

Discussions were used to motivate the reading program or as a check on comprehension.

### Provision for recreational reading

In many classrooms a thirty to sixty-minute period was set apart once a week for this purpose. Then, too, children were encouraged to keep a library book at their desks so that they could read whenever they had completed assignments.

### Co-operative teacher-pupil planning

In three classrooms the pupils and teachers planned all of their activities co-operatively. In some of the other classrooms pupils were consulted regarding some of the activities; e.g. they helped in the selection of material to be read.

### Current events

In classrooms where current events were discussed regularly, the approximate amount of time allotted for this activity varied from ten minutes daily to thirty minutes once a week.

### Written reports

The reports were usually either book reviews or reviews of research reading in the content subject areas.

### Dramatizations

Plays included in the basal readers, as well as original plays or skits written by pupils were used for dramatizations.

#### Oral checks on comprehension

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#### Dramatizations

Plays included in the basal readers, as well as original plays or skits written by pupils were used for dramatizations.



Table III gives a summary of the materials and techniques employed.

### Games

Games were used to motivate dictionary drills and as an aid to vocabulary development.

### Other activities related to reading

Clubs, assembly programs, vocabulary booklets, and State certificate reading were also used.

Materials and Techniques	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Weighted Rating
School or classroom library	17	95					1	5	96
Small group instruction	16	88	2	10	1	5	1	5	91
Basic readers	16	88			2	10	2	10	88
Special instruction for some pupils	12	66	6	30	2	10			80
Specific analysis of individual pupils	12	66	5	25	3	15			86
Bulletin boards	10	50	2	10	1	5			66
Flashboards	7	35	13	60	1	5			83
Differentiated assignments	11	55	4	20	4	20	1	5	81
Previous experience of pupils	4	20	15	75	2	10			79
Previous experience of teacher	3	15	16	80	1	5			78
Dictionaries	3	15	15	75	2	10			76
Story telling organized by teacher	4	20	12	60	4	20			75
Pictures	6	30	7	35	7	35			74
Written checks on comprehension			10	50	1	5			74
Survey, test and magazine	3	15	13	65	4	20			76
Questions designed by pupils to be answered by classmate	5	25	2	10	6	30			74
Oral checks on comprehension			12	60	2	10			73
Oral reports			17	85	1	5			71
Informal discussions			16	80	4	20			70

Games

Games were used to motivate dictionary drill and as an aid to vocabulary development.

Other activities related to reading

Clubs, assembly programs, vocabulary booklets, and state certificate reading were also used.



TABLE XII gives a summary of the materials and techniques employed.

TABLE XII

SUMMARY OF MATERIALS AND TECHNIQUES EMPLOYED									
Materials and Techniques Used	Always		Often		Some- times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	%
School or classroom library	19	95					1	5	96
Small group instruction	16	80	2	10	1	5	1	5	91
Basic readers	16	80			2	10	2	10	88
Special instruction for some pupils	12	60	6	30	2	10			88
Specific analysis of individual needs	12	60	5	25	3	15			86
Bulletin boards	10	50	9	45	1	5			86
Blackboards	7	35	12	60	1	5			83
Differentiated assignments	11	55	4	20	4	20	1	5	81
Previous experience of pupils	4	20	15	75	1	5			79
Previous experience of teacher	3	15	16	80	1	5			78
Dictionaries	3	15	15	75	2	10			76
Story telling or reading by teacher	4	20	12	60	4	20			75
Pictures	6	30	7	35	7	35			74
Written checks on comprehension			19	95	1	5			74
Newspapers and magazines	3	15	13	65	4	20			74
Questions designed by pupils to be answered by classmates	5	25	9	45	6	30			74
Oral checks on comprehension			18	90	2	10			73
Oral reports			17	85	3	15			71
Informal discussions			16	80	4	20			70



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	No.	%	No.	%	No.	%	No.	%	
Informal discussions			16	80	4	20			70
Oral reports			17	85	3	15			71
Oral checks on comprehension			18	90	2	10			73
Questions designed by pupils to be answered by classmates	2	25	9	45	6	30			74
Newspapers and magazines	3	15	13	65	4	20			74
Written checks on comprehension			19	95	1	5			74
Pictures	6	30	7	35	7	35			74
Story telling or reading by teacher	4	20	12	60	4	20			75
Dictionaries	3	15	15	75	2	10			76
Previous experience of teacher	3	15	16	80	1	5			78
Previous experience of pupils	4	20	15	75	1	5			79
Differentiated assignments	11	55	4	20	4	20	1	5	81
Blackboards	7	35	12	60	1	5			83
Bulletin boards	10	50	9	45	1	5			86
Specific analysis of individual needs	12	60	5	25	3	15			86
Special instruction for some pupils	12	60	6	30	2	10			88
Basic readers	16	80			2	10	2	10	88
Small group instruction	16	80	2	10	1	5	1	5	91
School or classroom library	19	95					1	5	96



TABLE XII - continued

Materials and Techniques Used	Always		Often		Some- times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	
Provision for recreational reading			17	85	2	10	1	5	70
Co-operative teacher-pupil planning	4	20	8	40	8	40			70
Maps, charts, globes	3	15	9	45	8	40			69
Current events	3	15	11	55	4	20	2	10	69
Written reports			14	70	6	30			68
Exhibits	3	15	6	30	8	40	3	15	61
Individual progress records kept by pupils	3	15	3	15	11	55	3	15	58
Dramatizations			7	35	12	60	1	5	58
Games			8	40	9	45	3	15	56
Other activities related to reading			6	30	13	65	1	5	56
Experiments and demonstrations			6	30	11	55	3	15	54
Workbooks	2	10	2	10	11	55	5	25	51
Movies			4	20	11	55	5	25	49
Excursions			4	20	11	55	5	25	49
Flash cards					15	75	5	25	44
Visiting speakers			2	10	10	50	8	40	43
Radio			3	15	5	25	12	60	39
Phonograph			2	10	5	25	13	65	36
Slides, film strips			4	20			16	80	35

TABLE XII - continued

Materials and Techniques Used	Always		Often		Some- times		Never		Weighted Rating
	No.	%	No.	%	No.	%	No.	%	
Slides, film strips			4	20			16	80	35
Phonograph			2	10	2	10	13	65	36
Radio			3	15	2	10	15	75	39
Visiting speakers			2	10	10	50	8	40	43
Flash cards					15	75	2	10	44
Experiments			4	20	11	55	2	10	49
Movies			4	20	11	55	2	10	49
Workbooks	2	10	2	10	11	55	2	10	51
Experiments and demonstrations			6	30	11	55	3	15	54
Other activities related to reading			6	30	13	65	1	5	56
Games			8	40	9	45	3	15	56
Translations			7	35	12	60	1	5	58
Individual progress records kept by pupils	3	15	3	15	11	55	3	15	58
Exhibits	3	15	6	30	8	40	3	15	61
Written reports			14	70	6	30			68
Current events	3	15	11	55	4	20	2	10	69
Maps, charts, globes	3	15	9	45	8	40			69
Co-operative teacher-pupil planning	4	20	8	40	8	40			70
Provision for recreational reading			17	85	2	10	1	5	70



## CHAPTER V ILLUSTRATIVE MATERIALS AND PRACTICES

Specific examples of some of the materials and techniques employed in the various classrooms visited are presented in this chapter.

### CHAPTER V

## ILLUSTRATIVE MATERIALS AND PRACTICES

A bulletin board display entitled LET BOOKS BE OUR COMPANIONS had been developed to encourage recreational reading. The cover picture from the September 1947 issue of Good Housekeeping was used as a center of interest. As each pupil finished reading a library book, he wrote a brief book review for the display. The reports followed this pattern:

- a) Title of book
- b) Author
- c) Main characters
- d) Description of the part enjoyed most
- e) Why the book was liked or disliked

To add to the attractiveness of the display, each child made a cover for his report by cutting the name from a piece of white paper and mounting it on colored paper. A sample cover is given here.



To create an interest in current events, a bulletin board on READING OF CURRENT EVENTS had been prepared. The picture

## CHAPTER V

## ILLUSTRATIVE MATERIALS AND PRACTICES



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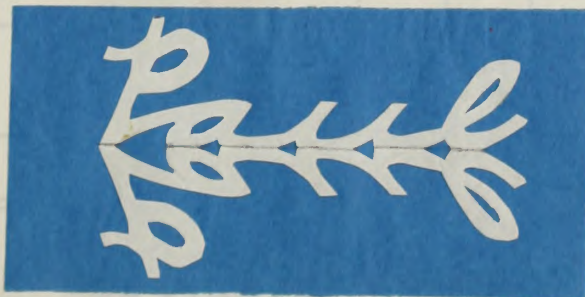
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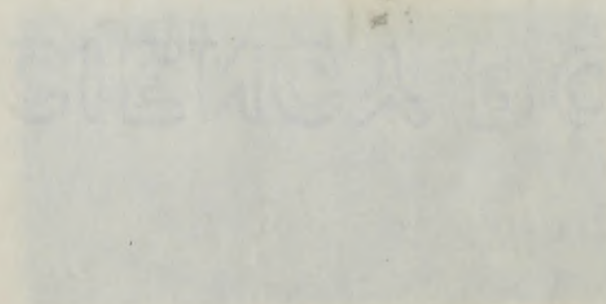
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and caption used in this display had been taken from a Boston newspaper, and told about the clearing of snow from local sidewalks by parents and neighbors of children in the class. Under the attractively mounted picture and caption the following questions were listed:

1. How warm was it last Saturday?
2. What main street is shown?
3. Why were the sidewalks cleared?
4. By whom were they cleared?
5. What refreshments were served?
6. What notice is posted on the telephone pole?

The teacher explained that within a few days these questions would be used as a basis of a class discussion.

### Records of Progress

In many of the classrooms a record of the library reading was kept on charts. Two examples follow:

BOOKS I HAVE READ							
Mary	Heidi	Little Women					
John	Treasure Island						
Peter	Little Men	Treasure Island					

\*\*\*\*\*

LIBRARY READING							
	Little Women	Little Men	Heidi				
Robert		✓					
Jean	✓		✓				

and caption used in this display had been taken from a Boston newspaper, and told about the clearing of snow from local sidewalks by parents and neighbors of children in the class. Under the alternatively mounted picture and caption the following questions were listed:

1. How much was it last Saturday?
2. What main street is shown?
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The teacher explained that within a few days these questions would be used as a basis of a class discussion.

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In many of the classrooms a record of the library reading was kept on charts. Two examples follow:

BOOKS I HAVE READ					
Mary					
John					
Peter					

LIBRARY READING					
	What	When	Where	With	What
Robert					
John					



These charts were usually made on sheets of oak tag 24" x 36".

Card files afforded another means of keeping a record of library reading. Cards were filed under each child's name. On the 3" x 5" cards, pupils recorded the title of each book read, the author's name, and a brief comment about the book.

The following form was used for recording the daily evaluation of each pupil's achievement in certain reading skills. The evaluation of each child's work was made by the children within a given reading group. Pupils took turns keeping the records.

Name										
	January									
	4	5	6	7						
Expression										
Comprehension										
Vocabulary										

Key for Checking:

- ✓ - good
- X - poor
- ? - no group agreement
- - not complete

These charts were usually made on sheets of oak tag.

34" x 38".

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Reading certificates supplied by the Massachusetts Department of Education had been awarded to pupils who had read five books from an approved reading list. Some children were working for a twenty-book, or honor certificate. Detailed information regarding these reading certificates is given in Appendix II.

### Games

Game: WORDS

Purpose: Vocabulary enrichment

Materials : Have each child prepare on a piece of 5" x 7½" oak tag a card similar to the sample given here. The words should be arranged in a different order on each card. Words on which the children need many practices should be used.

ample	focus	assure	quarry	penance
accord	expert	dote	crane	splice
fore	assume	WORDS	seep	bamboo
awe	coyote	morsel	deposit	teal
forlorn	pelt	sultan	rove	tangy

With the aid of dictionaries have the children prepare a 1" x 1½" definition card for each word used. Antonyms or synonyms may be used in place of definitions, e.g.

agree

more than  
enough

Procedure : As the teacher pronounces a word, each player finds the definition of the word and uses it to cover the word on his card. The child who first covers five words in a straight line, horizontally, vertically, or diagonally, wins the game. The winner calls out "Words" and then has to read his words and definitions as a check.

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### Games

#### Game: WORDS

Purpose: Vocabulary enrichment  
Materials: Have each child prepare on a piece of 8" x 11" card a card similar to the sample given here. The words should be arranged in a different order on each card. Words on which the children need many practices should be used.

ample	loom	assume	overly	penance
accord	expert	date	stems	police
fore	crumbs	WORDS	seep	bamboo
ave	royals	marcel	doocast	teal
rotation	gold	often	rove	lany

With the aid of dictionaries have the children prepare a 1" x 1 1/2" definition card for each word used. Antonyms or synonyms may be used in place of definitions, e.g.

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Game : FISH

Purpose : To give practice on new vocabulary

Material : Make two cards for each word used, e.g.,

coyote

coyote

(Cards made from pieces of oak tag 2" x 3" are very satisfactory.)

Procedure : This game may be played with two or more children. Deal out five cards to each player. The remainder of the pack is placed face down on the center of the table. The object of the game is to get as many pairs of cards as possible. Beginning with the player to the left of the dealer, each child in turn asks any player he wishes for a card to match one which he holds in his hand. If the child asked has the word he gives it to the first player. The player who is "it" continues to ask for other cards until he is unsuccessful. If the player asked does not have the card requested he says "Fish", and the player who is "it" takes the top card from the pack, and the player to his left has a turn. The winner is the player with the largest number of paired cards.

### Library Resources

In most instances a good collection of books for research and recreational reading was kept in the classroom. Each child was encouraged to keep at least one library book in his desk so that he could read as he had time.

Game : FISH  
 Purpose : To give practice on new vocabulary  
 Material : Make two cards for each word used, e.g.,



(Cards made from pieces of oak tag 8" x 8" are very satisfactory.)

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### Literary Resources

In most instances a good collection of books for research and recreational reading was kept in the classroom. Each child was encouraged to keep at least one literary book in his desk so that he could read as he had time.



Many of the books used for the classroom library had been borrowed from the public library. Thirty or more books were borrowed at a time and these collections were usually changed at least once a month. Sometimes pupils and teachers visited the public library during school hours and made their selection of books. Then, too, pupils were encouraged to bring to school their favorite books and to share them with classmates. Several classrooms had a pupil librarian with whom arrangements could be made to borrow books to be read at home.

Book lists to guide the children in their selection of books were supplied by the Massachusetts Department of Education, public librarians, reading consultants, and elementary consultants. Many of these lists gave the vocabulary level of each book listed.

It was the opinion of many teachers that the classroom library was one of the greatest assets in helping the children to develop permanent interests in reading.

#### Small Group Instruction

In one classroom the children were divided into four groups. A pupil leader for each group had been given a written outline of the day's assignment for his group. The lessons developed as follows:

##### Group I

Research reading on a social studies unit was the assignment. Pupils made excellent use of the library resources.

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During the second half of the period the teacher assisted individual pupils with the organization and outlining of the research material.

#### Group II

The pupils in this group worked in an "extra" classroom. Their activities consisted of the oral reading of material which had been previously studied silently, oral questions formulated by pupils to be answered by classmates, and a written completion type test.

#### Group III

During the first half of the period, the teacher introduced a new story and supervised the silent reading. Then, the oral reading and discussion were carried on under the direction of a pupil leader.

#### Group IV

An excellent reader from Group I introduced the new vocabulary. Then this "helper" returned to her group and the leader for Group IV continued with the assignment which consisted of a silent reading lesson, followed by a short multiple choice test.

Among the outstanding features of this program was the respect shown for the group leaders. Then, too, as each group completed the reading assignment, the members of the group pursued various activities while waiting for the teacher to dismiss the children with whom she was working.

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Teacher Questions:Questions

1. Tell us about Mary's ride in the airplane.
2. Give some experience you have had that caused you to change your mind about something.
3. What was the longest freight train that you have seen? What was in the cars?
4. What buildings have you been in that were air-conditioned? Why are buildings air-conditioned?
5. About how far from here would one-fourth of a mile be?
6. How would you expect an artist's report of a hurricane to differ from that of a newspaper reporter?
7. Read to find some expressions that would be confusing to a foreigner.
8. Why did the government decide to make an issue of the Gold Rush Stamp?
9. Compare Tom's feelings with some that you have had.
10. How would you decide if you were in Mary's place.

Pupil Questions

1. Locate on the map where these people came from.
2. Find a sentence that describes how Mr. Smith felt when he won the race.
3. What is a "governor"? Who is governor of Massachusetts? Do you know anything about his ancestors?
4. Has anyone a question he would like to ask?
5. Give reasons for your answer.
6. Why was Fulton's boat called Fulton's folly?
7. How did people travel at the time this story takes place?
8. How did John show that he was grateful?
9. What does "misjudge" mean?
10. Give this sentence not using the word "ample".

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10. Give this sentence not using the word "sample".



### Discussions

Led by: Pupil

Purpose : To summarize research reading.

The leader conducted the discussion thus:

"Let's tell about the kind of people that lived in the colonies.

Let's put some brain work into this discussion.

Has anyone anything more to add?

Let's have some other people answer these questions.

What evidence do you have for that statement?

I agree with, or I do not agree with, (John).

I suggest that we ask each one for his opinion."

Led by: Teacher

Purpose : To introduce a story about the Gold Rush.

The teacher showed a picture of the new postage stamp and asked the pupils why they thought it had been issued. She encouraged pupils to tell what they already knew about the Gold Rush. From time to time the teacher offered interesting bits of information.

Discussion

led by: Pupils

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led by: Teacher

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The teacher showed a picture of the new postage stamp and asked the pupils why they thought it had been issued. The pupils answered quickly to tell what they already knew about the Gold Rush. For time to time the teacher offered interesting bits of information.



### Teacher Reads to Pupils

The reason given by many teachers for reading orally to children was that it helped to create an appreciation of good literature. Material selected for this purpose was usually too difficult for most of the children to be able to read independently.

Frequently a teacher would hesitate when reading to the class and let the children suggest the missing word. The children would often give a synonym for the original word. Then the word used to the story would be called to their attention. Thus, new vocabulary was developed and the children encouraged to use context clues.

### Other Special Activities

#### 1 TIDNIF CLUB

The following was written on blackboard:

In what state in the United States are the lowest and the highest pieces of land? What are the names of these two places?

1. \_\_\_\_\_ a
2. M \_\_\_\_\_
3. D \_\_\_\_\_

TIDNIF box (answer box) on a table. The children wrote the answers to the above questions on slips of paper any time during the day. Every other day the answers were checked, and if the pupil had the correct answers for all of the questions he scored a point. If all questions for the week had been correctly answered, the pupil was entitled to wear a TIDNIF Pin.

1. Find it.

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### Other Special Activities

#### TIMMY'S CLASS

The following was written on blackboards:

In what state in the United States are the lowest and the highest classes of land? What are the names of these two places?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

TIMMY'S box (answer box) on a table. The children wrote

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The pin was made from an oak tag disk on which was written  
TIDNIF CLUB MEMBER.

#### Our Newspaper Vocabulary Booklet

A booklet was made up of clippings in which words recently discussed in class were underlined. The clippings were arranged alphabetically by underlined words. Such words as industry, Hub, fiord, Administration, had been underlined, e.g.,

Washington, Oct. 6 (A.P.)

John L. Lewis turned down a request  
of bituminous coal operators.

At the movies children were encouraged to listen for the "new words", as well as on the radio and in conversation at home.

#### Sending of Messages

The sending of messages through use of the Morse code was an outgrowth of a story read about sending messages. Two of the boys in the class who had brothers in the service knew the code and were planning to demonstrate how messages could be sent. Another pupil who was a scout, was going to demonstrate how the Morse code can be written.

#### Cross Word Puzzles

The solving of cross-word puzzles prepared by the teacher for a check-up at the end of a history unit was very popular in one classroom visited.

427  
The sign was made from an oak leaf on which was written  
TWINNIE BLUE MEADOW.

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## CHAPTER VI SUMMARY AND CONCLUSIONS

The purpose of this chapter is to summarize through the survey and observation the characteristics of reading programs in twenty fifth-grade classrooms. At least fifty per cent of the children in these classrooms had selected reading as their first or second choice of all school subjects. The teachers and pupils used in this study indicated the importance of reading in every possible way, thus having made it possible to collect valid data.

### General Conclusions

1. The administrative resources and policies were such as to encourage the development of good reading programs.
2. In every instance, the teacher's favorite subject was not reading.
3. A wide variety of materials and techniques were employed.
4. About ninety per cent of the pupils were good in reading.
5. The pupils represented a wide range of native abilities.
6. Many reading skills were emphasized.
7. Excellent library facilities were available in the classrooms.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

CHAPTER VI

RELATIVITY AND CONSEQUENCES

THEORY OF SPECIAL RELATIVITY

THEORY OF GENERAL RELATIVITY

THEORY OF QUANTUM MECHANICS

THEORY OF ATOMIC PHYSICS



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The purpose of this study was to determine through interviews and observations the characteristics of reading programs in twenty fifth-grade classrooms. At least fifty per cent of the children in these classrooms had selected reading as their first or second choice of all school subjects. The teachers and pupils used in this study assisted the investigator in every possible way, thus having made it possible to collect valid data.

#### General Conclusions

1. The administrative resources and policies were such as to encourage the development of good reading programs.
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3. A wide variety of materials and techniques were employed.
4. Basal readers on at least two levels were used in most classrooms.
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6. Many reading skills were emphasized.
7. Excellent library facilities were provided within the classroom.



8. Good provision was made for individual needs.

### Educational Implications

The following implications in relation to the planning of good reading programs appear to result from this study.

1. Administrative resources and policies should provide for:

- a) Teacher participation in the selection of instructional materials
- b) Flexible courses of study
- c) Flexible time allotments
- d) Services of specialists to assist the classroom teacher
- e) Adequate supplies
- f) A testing program which is planned primarily to aid the teachers.

2. A wide variety of materials and techniques should be employed.

3. Materials and techniques should be well adjusted to the interests, ability, and learning rate of individuals and groups within the class. Grouping of pupils helps to make such instruction possible.

4. Reading materials including fiction and non-fiction should be accessible to the pupils. A small classroom library is of real value.

5. Basal readers on several grade levels should be used.

6. Many reading skills should be emphasized.

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7. Pupils should be kept informed as to individual progress.

8. Teacher-pupil planning should be encouraged.

#### SUGGESTED FURTHER STUDY

1. Conduct a similar investigation in twenty fifth-grade classrooms where reading is not a popular subject in order that comparisons may be made with the findings of the present study.

2. Repeat the study at other grade levels to see if the same characteristics are predominant.

3. Repeat the study and include the administration of intelligence and achievement tests to determine if children who rate reading high as a preference for school subjects are achieving up to their capacity.

4. Next year conduct a follow-up study on the pupils used in the present investigation to determine if reading continues to be the most popular subject.

7. Pupils should be kept informed as to individual

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# STUDENT PERFORMANCE IN THE FIFTH GRADE

## A Cooperative Study Being Carried On in New England States and Towns

1. Before the check lists are marked by the pupils the teacher should cross out CHAPTER VII subjects that do not apply to her school system. E.g., if your pupils have Social Studies cross out History and Geography; if they are used to calling a subject Art, cross out Drawing, or vice versa. APPENDIX either Language or English, etc.

2. Go over the directions on the check-list carefully with the children. Answer any questions any child may ask as long as your answer does not influence the choices in any way.

3. Pupils should use pencils making their marks distinctly.

4. No child should omit any part of the check-list that applies to any subject he uses in school. It would be helpful to the investigation if you would check to see that there are no omissions.

5. Do not be surprised to find that there will be highly individual reactions as to favorite subjects, those are disliked, and degree of difficulty.

6. When the papers are collected, fill in the information requested and at the bottom of this sheet. and PLEASE TYPE NAME on top of one children's papers. Put an elastic or string around the bundle.

7. Return the papers to the person indicated by the directions given you when you received them through the Office of the Superintendent of Schools.

Teacher's Name \_\_\_\_\_

School \_\_\_\_\_

City or Town \_\_\_\_\_ State \_\_\_\_\_

Which subject do you most enjoy teaching? \_\_\_\_\_

CHAPTER VII

APPENDIX



## SUBJECT PREFERENCES IN THE FIFTH GRADE

A Cooperative Study Being Carried On in New England Cities and Towns

1. Before the check lists are marked by the pupils the teacher should cross out the subject or subjects that do not apply to her school system. E.g., if your pupils have Social Studies cross out History and Geography; if they are used to calling a subject Art cross out Drawing, or vice versa; cross out either Language or English, etc.

2. Go over the directions on the check-list carefully with the children. Answer any questions any child may ask as long as your answer does not influence his choices in any way.

3. Pupils should use pencils making their marks distinctly.

4. No child should omit any part of the check-list that applies to any subject he has in school. It would be helpful to the investigation if you would check to see that there are no omissions.

5. Do not be surprised to find that there will be highly individual reactions as to favorite subjects, likes and dislikes, and degree of difficulty.

6. When the papers are collected, fill in the information called for at the bottom of this sheet, and PLACE THIS SHEET on top of the children's papers. Put an elastic or string around the bundle.

7. Return the papers to the person indicated by the directions given you when you received them through the Office of the Superintendent of Schools.

Teacher's Name \_\_\_\_\_

School \_\_\_\_\_

City or Town \_\_\_\_\_ State \_\_\_\_\_

Which subject do you most enjoy teaching? \_\_\_\_\_

REPORT ON THE PROGRESS OF THE WORK

1. General remarks on the progress of the work

The work has been carried out in accordance with the programme of work approved by the Council of the League of Nations in 1920. The main object of the work has been to collect and publish information on the progress of the work in the various countries of the League of Nations.

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\_\_\_\_\_  
Secretary-General

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Members of the Council



GIRLS AND BOYS: Here is your chance to tell us what your favorite studies are and why you like some studies better than others.

Name \_\_\_\_\_

School \_\_\_\_\_

Town \_\_\_\_\_

Mark with an "X"      Girl \_\_\_\_\_ Boy \_\_\_\_\_

Teacher's Name \_\_\_\_\_

COLUMN I		COLUMN II		COLUMN III	
<p>DIRECTIONS: Choose your favorite studies from those named.</p> <p>Put 1 before your first choice.</p> <p>Put 2 before your second choice.</p> <p>Put 3 before your third choice.</p> <p>(Mark these 3 choices in Col. I)</p>		<p>DIRECTIONS: Put a circle around the letter which tells how you feel about each study.</p> <p>L--I like it very much.</p> <p>N--I neither like nor dislike it.</p> <p>D--I dislike it very much.</p>		<p>DIRECTIONS: Put a circle around the word which tells whether you think a subject is EASY or HARD.</p>	
Col. I		Col. II		Col. III	
	READING	L	N	D	Easy      Hard
	ARITHMETIC	L	N	D	Easy      Hard
	LANGUAGE or ENGLISH	L	N	D	Easy      Hard
	PENMANSHIP or HANDWRITING	L	N	D	Easy      Hard
	SPELLING	L	N	D	Easy      Hard
	GEOGRAPHY	L	N	D	Easy      Hard
	HISTORY	L	N	D	Easy      Hard
	SOCIAL STUDIES	L	N	D	Easy      Hard
	ART or DRAWING	L	N	D	Easy      Hard
	MUSIC	L	N	D	Easy      Hard
	SCIENCE or NATURE STUDY	L	N	D	Easy      Hard
	HEALTH EDUCATION	L	N	D	Easy      Hard





# The Commonwealth of Massachusetts

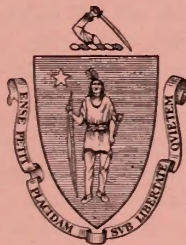
## STATE CERTIFICATE READING

1946 SUPPLEMENT

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MASSACHUSETTS DEPARTMENT OF EDUCATION



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AND FINANCE

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# PREFACE

## *To Librarians, Teachers, and Parents:*

THE BOOKS ON THE 1946 SUPPLEMENT of the State Certificate Reading List were selected by the Consultant, School Libraries and Public Library Service to Children and Young People. The selection from the hundreds of juveniles published annually is made with a knowledge of children's interests and backgrounds which vary in different communities. The emphasis is placed on books of good format which are a pleasure to read or whose subject content attracts spontaneously the boy or girl. The list is not meant to be inclusive, and unusually expensive additions have been omitted.

*The arrangement is by subject with the books in each group listed alphabetically by title. The title is placed first to stimulate the interest of the child who may use the list directly.*

*Procedure:* Any child who reads five books from the list may apply for a five-book certificate. A twenty-book, or honor certificate, is awarded in place of the fourth five book certificate; at least *five* of these twenty books read must be *non-fiction*. The authors and titles of the books reported on should be written on the back of the certificate and the pupil's name, town, and grade filled in.

The teacher or librarian should be satisfied that the child has read the book. Any compulsion in reading for certificates on the part of the library or the school is deprecated, since the fundamental purpose of the list is to stimulate lasting enjoyment in reading and to help establish for life the good habit of turning to books for information. In addition to books on the State Certificate Reading Lists and the monthly selected buying list of new books issued by the Division of Public Libraries, we shall be glad to approve for certificate reading any book listed in the aids contained in *Book Selection for Children and Young People, 1945, compiled by the Joint Committee of the National Education Association and the American Library Association*, provided the source is indicated on the back of the certificate.

The librarian, or the school librarian, signs the certificate and awards it. Five-book certificates may be awarded when first won but honor certificates have an added glory if some ceremony attends their award. This should emphasize the pleasure and importance of reading rather than the spirit of competition so that all will be encouraged to participate.

## *To Girls and Boys Who Use This List:*

This is a guide to good times with books of 1946. We know you will find many worth re-reading and remembering.

¶ denotes the simplest level of reading

§ indicates non-fiction

grade span indicated by [   ]

# ANIMAL STORIES

## §ANIMAL INN

By Virginia Moe  
*Houghton & Jr. Literary Guild*  
\$2.50 [Gr. 4-7]

## ¶THE BRAVE BANTAM

By Louise Seaman  
Illustrated by Helen Sewell  
*Macmillan* \$1 [Gr. 2-4]

## THE BURRO-TAMER

By Florence Hayes  
*Random & Jr. Literary Guild*  
\$2.25 [Gr. 7-9]

## ¶THE C-CIRCUS

By Elizabeth Hamilton  
Illustrated by Michael Ladd  
*Coward-McCann* \$1.50 [Gr. 1-3]

## THE GREAT WHITE BUFFALO

By Harold McCracken  
Illustrated by Remington Schuyler  
*Lippincott* \$2.50 [Gr. 7-9]

## GREYLOCK AND THE ROBINS

By Tom Robinson  
Illustrated by Robert Lawson  
*Viking & Jr. Literary Guild*  
\$2 [Gr. 3-4]

## ¶JOHNNY AND HIS MULE

By Ellis Credle  
Photographs by Charles Townsend  
*Oxford* \$1.50 [Gr. 2-4]

## ¶KITTEN STAND

By Elizabeth Coatsworth  
Pictures by Katherine Keeler  
*Grosset* \$5.00 [Gr. 2-4]

## ¶THE LITTLE ISLAND

By Golden MacDonald  
Illustrated by Leonard Weisgard  
*Doubleday & Jr. Literary Guild*  
\$2.50 [Gr. 1-3]

## MONKEY WITH A NOTION

By Glenn O. Blough  
Illustrated by John F. DeCuir  
*Holt & Jr. Literary Guild*  
\$2 [Gr. 3-5]

## ¶RACCOON TWINS

By Inez Hogan  
Illustrated by the author  
*Dutton* \$1 [Gr. 1-3]

## ROUND THE AFTERNOON

By Charlotte Jackson  
Illustrated by Leonard Weisgard  
*Dodd* \$2 [Gr. 1-3]

## §TALE OF THE WILD GOOSE

By Henry B. Kane  
Illustrated by the author  
*Knopf* \$1.75 [Gr. 3-6]

## HORSES AND DOGS

### BONNY'S BOY

By Ferdinand E. Rechnitzer  
Illustrated by Marguerite Kirmse  
*Winston & Jr. Literary Guild*  
\$2 [Gr. 7-9]

### COME, JACK!

By Robert W. McCulloch  
Illustrated by Duncan Coburn  
*Houghton* \$2.50 [Gr. 7-9]

### ¶MY DOG RINTY

By Ellen Tarry and Marie Ets  
Illustrated by Alexander and  
Alexandra Alland  
*Viking* \$1.50 [Gr. 1-4]

### ¶ROBBIE THE BRAVE LITTLE COLLIE

By Dorothy K. L'Hommedieu  
Illustrated by Marguerite Kirmse  
*Lippincott* \$2 [Gr. 1-4]

### STARLIGHT

By Regina Woody  
*Morrow* \$2 [Gr. 5-8]

### TOO MANY DOGS

By Quail Hawkins  
Illustrated by Kurt Wiese  
*Holiday House* \$1.50 [Gr. 3-4]

### WILD DOG OF EDMONTON

By David Grew  
Illustrated by Ellen Segner  
*McKay & Jr. Literary Guild*  
\$2 [Gr. 7-9]

### WILD PALOMINO

By Stephen Holt  
Illustrated by W. C. Nims  
*Longmans* \$2 [Gr. 5-7]

¶ denotes the simplest level of reading

§ indicates non-fiction



## CHRISTMAS STORIES

### §CHRISTMAS TALES FOR READING

ALoud

By Robert Lohan, Editor

*Stephen Daye* \$3.75 [Gr. 4-9]

### THE FOUR FRIENDS

By Eleanor Hoffmann

Illustrated by Kurt Wiese

*Macmillan* \$2 [Gr. 3-5]

### ¶GIFT OF THE EARTH

By Pachita Crespi

Illustrated by the author

*Scribner* \$1.25 [Gr. 2-3]

### A GRANDMA FOR CHRISTMAS

By Alta Halverson Seymour

Illustrated by Janet Smalley and

Jeanne McLavy

*Westminster* \$1 [Gr. 3-5]

### MARTA THE DOLL

By Eloise Lowmsbery

Illustrated by Marya Werten

*Longmans* \$2 [Gr. 3-6]

### WHILE SHEPHERDS WATCHED

By Marguerite Vance

Illustrated by Nedda Walker

*Dutton* \$1 [Gr. 3-6]

## FOLK TALE AND FANCY

### THE ANGRY PLANET

By John Keir Cross

Illustrated by Robin Jacques

*Coward & Jr. Literary Guild*  
\$2 [Gr. 7-9]

### §DEMONS AND DERVISHES

By Phyllis R. Fenner, Editor

Illustrated by Henry C. Pitz

*Knopf* \$2 [Gr. 3-6]

### GIGI IN AMERICA

By Elizabeth Foster

Illustrated by Phyllis N. Cote

*Houghton & Jr. Literary Guild*  
\$2 [Gr. 4-6]

### THE HEAVENLY TENANTS

By William Maxwell

Illustrated by Ilonka Karasz

*Harper* \$2 [Gr. 3-5]

### THE MAGIC SHOP

By Maurice Dolbier

Illustrated by Fritz Eichenberg

*Random House* \$1.75 [Gr. 1-4]

### MISS HICKORY

By Carolyn S. Bailey

Lithographs by Ruth Gannett

*Viking & Jr. Literary Guild*  
\$2.50 [Gr. 4-6]

### ¶NOBODY'S DOLL

By Adele DeLeeuw

Illustrated by Anne Vaughan

*Little* \$1.75 [Gr. 2-4]

### MISS PENNYFEATHER AND THE POOKA

By Eileen O'Faolain

Illustrated by Aldren Watson

*Random House & Jr. Literary Guild*  
\$2 [Gr. 4-6]

### §A POCKETFUL OF RHYMES

By Katherine Love, Editor

Illustrated by Henriette Jones

*Crowell* \$1.75 [Gr. 3-6]

### §THE RUNAWAY SOLDIER

Retold by Fruma Gottschalk

Illustrated by Simon Lissim

*Knopf* \$2.50 [Gr. 3-5]

### §STAR MOUNTAIN

By Camilla Campbell

Illustrated by Ena McKinney

*Whittlesey* \$2 [Gr. 4-6]

### §WAKAIMA AND THE CLAY MAN

By E. B. Kalibala and Mary Gould  
Davis

Illustrated by Avery Johnson

*Longmans* \$2 [Gr. 3-6]

### §THE WIZARD AND HIS MAGIC POWDER

¶ By Alfred S. Campbell

Illustrated by Kurt Wiese

*Knopf* \$1.75 [Gr. 2-4]

### §YES AND NO STORIES

By George and Helen Papashvily

Illustrated by Simon Lissim

*Harper* \$2.50 [Gr. 4-7]

¶ denotes the simplest level of reading

§ indicates non-fiction

## § HOBBIES

### ANIMALS FOR YOU TO MAKE

By Philip L. Martin  
*Lippincott* \$2 [Gr. 4-9]

### BOOK OF INDIAN CRAFTS AND COSTUMES

By Bernard S. Mason  
*Barnes* \$3 [Gr. 7-9]

### BOY SHOWMAN

By Stanley Pashko  
*Greenberg* \$2.50 [Gr. 6-9]

### ¶ FAMILIAR ANIMALS AND HOW TO DRAW THEM

By Amy Hogeboom  
*Vanguard* \$1.25 [Gr. 2-5]

### FUN WITH FIGURES

By Ira and Mae Freeman  
Illustrated by Helen Armstrong  
*Random House* \$1.25 [Gr. 7-9]

### FUN WITH PUZZLES

By Joseph Leeming  
Drawings by Jessie Robinson  
*Lippincott* \$2 [Gr. 5-7]

### MORE PICTURES TO GROW UP WITH

By Katharine Gibson  
*Studio & Jr. Literary Guild*  
\$3.50 [Gr. 7-9]

### AN OPEN DOOR TO CHEMISTRY

By John L. Horning and  
G. C. McGinnis  
*Appleton-Century* \$2 [Gr. 7-9]

### TOY BOATS TO MAKE AT HOME

By Joseph Leeming  
Illustrated by Jessie Robinson  
*Appleton-Century* \$2 [Gr. 3-5]

### ¶ WITHOUT FIRE

By Marian E. Baer  
Illustrated by Frederick T. Chapman  
*Rinehart* \$1 [Gr. 2-5]

### ¶ WHAT TO DO NOW

By Tina Lee  
Illustrated by Manning Lee  
*Doubleday & Jr. Literary Guild*  
\$2 [Gr. 1-4]

## HUMOR

### § BIG MUSIC

By Mary Bleecker, Compiler  
Illustrated by Louis S. Glanzman  
*Viking* \$2.50 [Gr. 4-7]

### MR. NIP AND MR. TUCK IN THE AIR

By Caroline D. Emerson  
Illustrated by W. C. Nims  
*Dutton* \$2 [Gr. 4-5]

### ¶ CAP'N DOW AND THE HOLE IN THE DOUGHNUT

By LeGrand  
*Abingdon-Cokesbury* \$1 [Gr. 1-3]

### § THE TIGER AND THE RABBIT

By Pura Belpre  
Illustrated by Kay P. Parker  
*Houghton* \$1.75 [Gr. 4-6]

### HARRIETT

By Charles McKinley, Jr.  
Illustrated by William Pene Du Bois  
*Viking* \$2 [Gr. 4-6]

### § TIMOTHY TURTLE

By Al Graham  
Pictures by Tony Palazzo  
*Robert Welch Pub. Co.* \$2 [Gr. 3-5]

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## § INTERESTING BOOKS OF INFORMATION

### BIG TREE

By Mary and Conrad Buff  
*Viking & Jr. Literary Guild*  
\$3 [Gr. 4-6]

### BUILDERS OF THE OLD WORLD

By Gertrude Hartman  
Illustrated by Marjorie Quennell  
*Heath* \$1.80 [Gr. 7-9]

### CALIFORNIA PAGEANT

By Robert G. Cleland  
Illustrated by Raymond Lufkin  
*Knopf* \$2.50 [Gr. 7-9]

### CHINA'S STORY

By Enid LaMonte Meadowcroft  
*Crowell* \$2 [Gr. 5-8]

### FLY IT AWAY

By Henry Lent  
*Macmillan* \$2 [Gr. 5-7]

### ¶ THE GOLDEN ENCYCLOPEDIA

By Dorothy Bennett  
Illustrated by Cornelius DeWitt  
*Simon* \$2.50 [Gr. 2-5]

### ¶ IT SEEMS LIKE MAGIC

By Josephine Van D. Pease  
Illustrated by Esther Friend  
*Rand McNally* \$2.50 [Gr. 2-4]

### THE LAND AND PEOPLE OF BRAZIL

By Rose Brown  
Illustrated with photographs  
*Lippincott* \$2.25 [Gr. 6-9]

### THE LAND OF THE ENGLISH PEOPLE

By Alicia Street  
Illustrated with photographs  
*Lippincott* \$2 [Gr. 7-9]

### LAND RENEWED

By William R. Van Dersal and  
Edward H. Graham  
*Oxford University Press* \$2 [Gr. 7-9]

### ¶ LET'S FIND OUT

By Herman and Nina Schneider  
Pictures by Jeanne Bendick  
*Scott* \$1.25 [Gr. 2-3]

### LIFE THROUGH THE AGES

By Charles R. Knight  
Illustrated by the author  
*Knopf* \$1.75 [Gr. 6-9]

### THE MODERN WONDER BOOK OF TRAINS AND RAILROADING

By Norman V. Carlisle  
*Winston* \$2.50 [Gr. 7-9]

### OCEANS IN THE SKY

By Vera Edelstadt  
Illustrated by Louis Bunin  
*Knopf* \$1.75 [Gr. 4-7]

### PALESTINE

By Paul V. Falkenberg  
Illustrated by Raffaello Busoni  
*Holiday House* \$1 [Gr. 6-9]

### RUSSIA'S STORY

By Dorothy Erskine  
Illustrated by Bob Smith  
*Crowell* \$2.50 [Gr. 6-9]

### SCANDINAVIAN ROUNDABOUT

By Agnes Rothery  
Illustrated by George Gray  
*Dodd* \$2.50 [Gr. 5-9]

### SHIPS OF THE FLEET

By Elizabeth Mallett Conger  
Illustrated with photographs  
*Holt* \$2 [Gr. 7-9]

### SOUTH AMERICAN ZOO

By Victor W. Von Hagen  
Illustrated by Francis L. Jacques  
*Messner* \$2.50 [Gr. 7-9]

### ¶ TRUCKS AT WORK

By Mary Elting  
Pictures by Ursula Koering  
*Garden City Pub. Co.* \$.50 [Gr. 3-6]

### STORY OF AMERICAN AVIATION

By Jim Ray  
Illustrated by the author  
*Winston* \$2.50 [Gr. 6-8]

### VOLCANO

By By Tom Galt  
Illustrated by Ralph Ray  
*Scribner* \$2 [Gr. 5-8]

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## PEOPLE OF NOTE

### §AMERICA'S PAUL REVERE

By Esther Forbes

Illustrated by Lynd Ward

*Houghton* \$2 [Gr. 7-9]

### §CAPTAIN JOHN SMITH: THE LAD FROM LINCOLNSHIRE

By Ruth Holberg

Illustrated by Ava Morgan

*Crowell & Jr. Literary Guild*  
\$2 [Gr. 7-9]

### ¶EDVARD GRIEG, BOY OF THE NORTH- LAND

By Sybil Deucher

Illustrated by Mary Greenwalt  
*Dutton* \$2.50 [Gr. 4-6]

### §FAMOUS AMERICAN GENERALS

By Robert H. Shoemaker and

Leonard A. Paris

Illustrated by Constance J. Naar  
*Crowell* \$2.50 [Gr. 7-9]

### JOE MASON, APPRENTICE TO AUDUBON

By Charlie May Simon

Illustrated by Henry Pitz  
*Dutton* \$2.75 [Gr. 7-9]

### MISS EMILY

By Jean Gould

Illustrated by Ursula Koering  
*Houghton* \$2.50 [Gr. 7-9]

### MISTRESS OF THE WHITE HOUSE

By Helen L. Morgan

Illustrated by Phyllis Cote

*Westminster Press & Jr. Literary Guild* \$2 [Gr. 7-9]

### ¶POCAHONTAS

By Ingri and Edgar P. D'Aulaire

Illustrated by the authors

*Doubleday & Jr. Literary Guild*  
\$2.50 [Gr. 3-5]

### QUICKSILVER BOB

By Corinne Lowe

Illustrated by David Hendrickson  
*Harcourt* \$2 [Gr. 7-9]

### §SERGEI RACHMANINOFF

By Antoni Gronowicz

Illustrated by Woodi Ishmael  
*Dodd* \$2.50 [Gr. 8-9]

## STORIES OF OTHER LANDS

### ADVENTURE IN TUNISIA

By Dahris Martin

Illustrated by Flora N. DeNuth

*Messner & Jr. Literary Guild*  
\$2 [Gr. 7-9]

### AUSTRALIA CALLING

By Margaret L. Macpherson

Illustrated by Kurt Wiese  
*Dodd* \$2 [Gr. 5-7]

### THE AVION MY UNCLE FLEW

By Cyrus Fisher

Illustrated by Richard Floethe  
*Appleton-Century* \$2.50 [Gr. 6-9]

### THE BAMBOO GATE

By Virginia A. Oakes

Illustrated by Don Kingman  
*Macmillan* \$2 [Gr. 4-7]

### CABIN FOR CRUSOE

By David Severn

Illustrated by Ursula Koering  
*Houghton* \$2 [Gr. 4-6]

### CASTLE OF ADVENTURE

By Enid Blyton

Illustrated by Stuart Tresilian  
*Macmillan* \$2 [Gr. 4-7]

### CHUKCHI HUNTER

By Dorothy Stall

Illustrated by George F. Mason  
*Morrow* \$2 [Gr. 4-7]

### THE HIDDEN TREASURE OF GLASTON

By Eleanore M. Jewett

Illustrated by Frederick T. Chapman  
*Viking* \$2.50 [Gr. 6-8]

### IMPS AND ANGELS

By Jane Gilbert

Illustrated by Nedda Walker  
*Dutton* \$2 [Gr. 5-7]

### ¶LOKOSHI

By Raymond Creekmore

Illustrated by the author  
*Macmillan* \$1.75 [Gr. 1-3]

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**MADELEINE TAKES COMMAND**

By Ethel C. Brill  
 Illustrated by Bruce Adams  
*Whittlesey & Jr. Literary Guild*  
 \$2 [Gr. 7-9]

**NIKO'S MOUNTAINS**

By Maria Gleit  
 Illustrated by Mimi Korach  
*Scribner* \$2.50 [Gr. 5-8]

**¶PAJI**

By Esther Kiviat  
 Pictures by Harold Price  
*Whittlesey* \$2 [Gr. 3-6]

**§PICTURE STORY OF HOLLAND**

¶ By Dola DeJong  
 Illustrated by Gerard Hordyk  
*McKay & Jr. Literary Guild*  
 \$2 [Gr. 4-6]

**QUEST OF THE GOLDEN CONDOR**

By Clayton Knight  
 Illustrated by the author  
*Knopf* \$2.50 [Gr. 7-9]

**ROMMANY LUCK**

By Patricia Gordon  
 Illustrated by Rafaello Busoni  
*Viking* \$2 [Gr. 5-7]

**SILVER STRAIN**

By Kathrene S. Pinkerton  
*Harcourt* \$2 [Gr. 7-9]

**THE TANGLED SKEIN**

By Alta H. Seymour  
*Ryerson & Jr. Literary Guild*  
 \$2 [Gr. 7-9]

**¶THIRTEENTH STONE**

By Jean Bothwell  
 Illustrated by Margaret Ayer  
*Harcourt* \$2 [Gr. 4-6]

**VAGABONDS ALL**

By E. K. Seth-Smith  
 Illustrated by Anne Vaughn  
*Houghton* \$2 [Gr. 7-9]

**STORIES OF THE UNITED STATES****¶BENJY OF BOSTON**

By Frances Cavanah  
 Illustrated by Pauline Jackson  
*McKay* \$1 [Gr. 3-5]

**THE BIG BREWSTER FAMILY**

By Jannette May Lucas  
 Illustrated by Mabel B. Hill  
*Lippincott* \$2 [Gr. 5-7]

**BLACK RIVER CAPTIVE**

By West Lathrop  
 Illustrated by Dwight Logan  
*Random* \$2.50 [Gr. 7-9]

**§DARING RIDERS**

By Lena Barksdale  
 Illustrated by Frank Nicholas  
*Knopf* \$2 [Gr. 3-5]

**DRAGON PROWS WESTWARD**

By William Bunce  
 Illustrated by Lorence Bjorklund  
*Harcourt* \$2 [Gr. 5-9]

**THE END OF LONG JOHN SILVER**

By David W. Moore  
 Illustrated by Henry Pitz  
*Crowell* \$2 [Gr. 5-7]

**§HOW THE PILGRIMS CAME TO PLYMOUTH**

By Olga W. Hall-Quest  
 Illustrated by James MacDonald  
*Dutton* \$2 [Gr. 4-6]

**JEREMY PEPPER**

By Frances Rogers and Alice Beard  
 Illustrated by Frances Rogers  
*Lippincott & Jr. Literary Guild*  
 \$2 [Gr. 7-9]

**JONATHAN GOES WEST**

By Stephen W. Meader  
 Illustrated by Edward Shenton  
*Harcourt* \$2.25 [Gr. 7-9]

**¶LOST CHILDREN OF THE SHOSHONES**

By Evelyn C. Nevin  
 Illustrated by Manning Lee  
*Westminster* \$2 [Gr. 3-6]

**MICHAEL'S VICTORY**

By Clara I. Judson  
 Illustrated by Elmer Wexler  
*Houghton* \$2 [Gr. 4-6]

**THE SEA IS BLUE**

By Marie A. Lawson  
 Illustrated by the author  
*Viking* \$2 [Gr. 7 & up]

**WHERE THE REDBIRD FLIES**

By Wilhelmina Harper  
 Illustrated by George Avison  
*Dutton* \$2.50 [Gr. 5-7]

**THE WONDERFUL DAY**

By Elizabeth Coatsworth  
 Illustrated by Helen Sewell  
*Macmillan* \$1.75 [Gr. 5-7]

¶ denotes the simplest level of reading

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## ALL IN THE FAMILY

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|--|--|
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CHAPTER VIII

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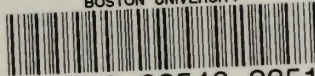
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